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# GERMAN

## WITHOUT A MASTER.

In Six Easy Lessons.

BY A. H. MONTEITH, ESQ.

HON. MEMB. OF THE W. L. C.—AUTHOR OF "FRENCH WITHOUT A MASTER," &c.

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ROBERTSONIAN METHOD.

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COURSE OF LESSONS

IN THE

GERMAN LANGUAGE,

INTENDED FOR

THE USE OF PERSONS STUDYING THE LANGUAGE  
WITHOUT A MASTER.

BY

A. H. MONTEITH, Esq.

HON. MEM. OF THE W. L. C.

NEW-YORK:

WILSON AND COMPANY, 15 SPRUCE-STREET,

1846.

## INTRODUCTION.

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As we wish to establish a good understanding between our pupils and ourselves, we shall state precisely what we intend to do for them, what we shall expect them to do for themselves, and what the result shall be, providing they fulfil the share of the obligations assigned to them.

We profess to enable a person unacquainted with German, to *read*, *write*, and *speak*, that language, without the aid of oral instruction. To effect this, we shall give a portion of German in each lesson as an exercise in reading, and from this we shall deduce rules for the guidance of the learner in writing. We shall not promise to enable the learner to speak German in absolute perfection; but we shall give such a notion of the sounds peculiar to the language as will enable him to approach nearer their true enunciation than that given to them by a large proportion of the natives themselves. We shall give such a view of the pronunciation as will enable the learner to make himself understood in German, and which a short intercourse with persons who speak the language correctly may ripen into perfect maturity.

All this, however, we promise only on the condition that we are seconded in our efforts by the learner himself: we shall expect strict attention to the instructions we shall give; we shall expect that the directions we lay down will be implicitly obeyed, and that nothing will be passed over, without a thorough investigation of the subject it involves. To the careless or inattentive we promise nothing; the desultory or idle student will derive no benefit whatever from these lessons.

The German printed character being different from the English, the first thing the learner will have to do, is to acquire some facility in distinguishing the letters of the alphabet. The German and English alphabets are precisely the same, except in so far as regards the form of the character. We give therefore the alphabet in the German character, so that the learner may familiarize himself with the letters; and we would recommend him to pay special attention to the difference between the capital R and N, as also between the B and V, as these letters are very apt to be mistaken for each other by the beginner. We shall not in the mean time speak of the sounds; these require to be treated in detail, and will be explained at length in the course of the lessons.

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# THE GERMAN LANGUAGE.

## LESSON FIRST.

### THE ALPHABET.

Names of the Letters.			Names of the Letters.		
A	a	a	N	n	en
B	b	b	O	o	o
C	c	c	P	p	pay
D	d	d	Q	q	koo
E	e	e	R	r	er
F	f	f	S	s	es
G	g	g	T	t	tay
H	h	h	U	u	oo
I	i	i	V	v	fa-oo
J	j	j	W	w	way
K	k	k	X	x	eex
L	l	l	Y	y	ipsilon
M	m	m	Z	z	tsed
		ah			
		bay			
		tsay			
		day			
		ai			
		ef			
		gay			
		ha			
		ee			
		yote			
		ka			
		el			
		em			

### DIPHTHONGS.

ä	.	.	.	.	.	ae.
ö	.	.	.	.	.	oe.
ü	.	.	.	.	.	ue.

The only peculiarity to be observed with regard to the foregoing table is, that the diphthongs ae, oe, and ue, are represented by the vowels a, o, and u, respectively, with two points, or some other kind of mark on the top of each, to distinguish them from the simple vowels.

### CONVERSATION.

In order to converse in German, it will be necessary to acquire the words most usually employed in asking questions. The following are the more useful of these interrogatives, together with their pronunciation and English equivalents. These the learner should read two or three times over, so as to impress them on the memory, pronouncing them aloud, in order to accustom his ear to the German sounds.

Wer ? . . . .	who ?	pronounced	wèr.
Wessen ? . . .	{ whose ? of what ? }	"	wes'-sen.
Wem ? . . . .	to whom ?	"	waim.
Wen ? . . . .	whom ?	"	wèn.
Was ? . . . .	what ?	"	was.
Welcher ? . . .	which ?	"	wel'-xer.*
Wann ? . . . .	when ?	"	wan.
Wo ? . . . .	where ?	"	wo.
Wie ? . . . .	how ?	"	wee.
Wie viel ? . . .	{ how much ? how many ? }	"	wee-feel'.
Warum ? . . .	why ?	"	wa-room'.
Was für ? . . .	{ what ? what sort ? }	"	was für.†
Weil ? . . . .	because	"	wile.‡
Nein ? . . . .	no	"	nine.
Ja . . . .	yes	"	ya.

In pronouncing the foregoing words, the learner must throw the stress of his voice on the syllable we have marked with an accent, just as he would do in pronouncing the second syllable of the English word *impose*. Of the words themselves, we shall make a practical use in the next lesson : but, in the mean time, the learner must endeavour to acquire their proper pronounciation, and to get them firmly fixed on the memory.

## PRONUNCIATION.

### CHARACTERISTICS.

WE mean by the term *characteristics*, such German sounds as are not found in English : of these there are three, the sounds given to the diphthongs *ü*, and *ö*, and the guttural sound given to *ch* ; of these three sounds, the most difficult to convey an accurate conception is the guttural. It is a curious fact with regard to this sound, that though it is made use of by almost every people on the face of the earth, except perhaps by the French and Italians, and by one-half of the inhabitants of the British Islands, it is deemed an alien in and around London. The guttural sound given by the Germans to *ch*, is found in the soft language of Castile and in the harsh intonation of Russia ; it is used by the fair maidens of Circassia, and by the dark aborigines of America ; it is heard on the banks of the Tweed, the Liffey, and

\* For the sound marked *χ*, see article Pronunciation, page 6.

† For the sound marked thus *ü*, see article Pronunciation, page 5.

‡ Pronounce *i*, marked thus *ï*, like *i* in *nine*.

the Severn; yet it is all but unknown on the banks of the Thames! We are perhaps wrong, however, in stating that this sound is not found in the English language—there is one word at least in which it occurs; we allude to the word *ich*, in the scroll of the Prince of Wales's escutcheon. We cannot pretend to say how this word is pronounced by the multitude; but we know that the elite of the English capital give the *ch* the guttural sound those letters have in German. No Englishman, we dare say, will venture to dispute the pronunciation of the Queen; and when we can adduce such high authority for the guttural pronunciation of the *ch* in *ich dien*, we may safely assert that the sound itself really exists in the English language, and that whether the people of the great metropolis pronounce *Ich*, *each* or *itch*, *ek* or *ik*, they do so at the risk of having the accuracy of their pronunciation called in question, and have only ignorance to urge as an excuse for their impropriety. Apart then from the necessity of the learner becoming acquainted with this sound in order to speak German correctly, he ought to acquire it to avoid perpetrating an enormity in his own language. So far as German is concerned, an exact enunciation of this sound is absolutely necessary. It has, with the exception we have mentioned, nothing precisely resembling it in English; but if the learner places his tongue at the root of his lower teeth, and makes a slight effort to pronounce the word *each*, he will infallibly produce it. We admit, however, that this effort would require to be verified in some way or other. It would be well if the learner could obtain the sound from a native of Germany; but failing this resource, there are others at command. We have said that the sound is used by the natives of Scotland, Ireland, and Wales. The inflection given by a native of Scotland to the *ch* in the word *loch*, is precisely the German sound of the letters. The guttural sound of *ch* is therefore accessible to any one who may be desirous of obtaining it, and it is the only German sound that need cause the learner any trouble. The next characteristic in order of difficulty is the sound of the *ü*. This diphthong is enunciated like the French *u*. The nearest English approximation to this sound occurs in the word *doing*. When *doing* is rapidly pronounced, the *o* and the *i* blend together, and produce, as nearly as possible, the sound of the German *ü*. The exact sound given by the Germans to this diphthong, may be obtained by placing the lips in a projecting position and pronouncing the letter *e*. We had occasion to remark in a former treatise, in speaking of the French *u*, that an approximation in the case of a sound of this description will answer all practical purposes. The natives of Germany do not always give the same sound to their letters: as a native of Lancaster or York differs from a native of London in the pronunciation of the vowel *u*, so the inhabitants of the

different states of Germany vary amongst themselves in the inflection of the diphthong *ü*; and a native of England, who follows the directions we have given him, cannot by any chance deviate more widely from the actual standard, than do habitually the natives of Berlin and Vienna.

The third and last characteristic is the sound represented by *ö*; this diphthong is pronounced like the French *eu*. The inflection given by a native of London to *ir*, in such words as *birth*, *mirth*, is a still more correct pronunciation of the *ö*. The sound usually given by the English to the *eu* in the word *guest*, is also a very close approximation to the *ö*, and may give the learner such a conception of it, as will enable him to pronounce this German diphthong with a sufficient degree of accuracy. The learner then, has to form the most accurate conception possible of the three sounds we have named. They constitute the only real difficulties he will have to overcome in order to pronounce German. They are the only difficulties in which the aid of a master might be deemed necessary, but certainly they are not insurmountable without one. We admit that it would be better to obtain the sounds of the *th*, the *ü*, and the *ö*, from the mouth of a native of Germany; but failing this, the English approximations pointed out, conjoined with the instructions we have given for enunciating them, will enable the learner to pronounce these three characteristics, if not with perfect accuracy, at least with as much precision as one half of the Germans themselves.

In the present and succeeding lessons, when giving the pronunciation of the German words, we shall represent the sound of the *th* by the Greek  $\chi$ ; and the sound of the two diphthongs by these diphthongs themselves printed in the German character.

## GRAMMAR.

### CASE.

THE chief difficulty to be overcome by the learner, in order to write German with propriety, arises from the variable terminations of what are called the declinable words. In English an adjective is invariable; that is, it remains the same under all circumstances; and an English noun is subject to only one grammatical desinence—that indicative of the plural number. In German, on the contrary, every word of the two classes we have named, undergoes a series of changes, more or less numerous, according to the nature of its inflection or to the letters of which it is composed. The principle that operates these changes is called by grammarians CASE; and as this principle cannot, properly speaking, be said to exist either in English or in any of the other



modern languages, it appears to us necessary to show in what it consists ; at least in so far as the German words are affected by the principle it involves.

There are in English a set of little words called prepositions, that are employed to express the relations existing between the objects or actions named in a sentence. For example : in the sentence, George went *to* Gotha, the preposition *to* expresses that Gotha is the aim or point to which the motion of George tended ; in the sentence, George lives *at, in, near, about, above, or below* Gotha, the preposition *at, in, near, about, above, or below*, represents Gotha in a state of repose in relation to George ; again, in the sentence, George is *of* Gotha, the preposition *of* represents a relation of affinity between George and Gotha ; and in the sentence, George is *from* Gotha, the preposition *from* represents a relation of separation between George and Gotha. In the older languages it appears to have been usual to represent these relations not as in English by a word placed before the noun, but by a syllable appended to it. In Latin, the sentence "He came to London," is *Venit Londinum*, the syllable *um* being equivalent to the English preposition *to* ; and when employed in this way indicates that the object to which it is appended is a point to which a forward motion tends. It is the faculty of representing in this way the logical relation of one word to another by a change of termination, rather than by a preposition, that is signified by the term CASE. It is necessary at the same time to observe, that prepositions were occasionally made use of in the older languages, but this did not in the slightest degree imply a disuse of the Case termination ; notwithstanding the use of the prepositions, the nouns continued to indicate their relation to each other just as if no preposition existed in the sentence at all. So in German, the nouns indicate by their termination their *business* in a sentence, as well as their number and gender. In the phrase, *He is in the empire*, both the article *the* and the noun *empire* assume in German the termination indicative of repose, even though the preposition *in*, that expresses this idea, be made use of ; and it is as essential in German to indicate the logical relation of a noun by its proper modification of termination, as it is in English to express the plural by adding an *s* to the singular, when more than one of an object are spoken of. The number of relations, or cases, that require to be indicated in German by a variation in the termination of the word are four. The declinable words of the language being thus disposed into four classes, as follow :

I. Words simply naming the object of which some action is about to be expressed, are said to be in the NOMINATIVE case

II. Words expressing between two persons, or two objects, or even

between two actions, a relation of dependence, of descent, or a portion of a whole quantity, are said to be in the **GENITIVE** case.

III. Words expressing extraction, a point of departure, a state of rest; the person to whom any thing is given, to whom it belongs; the end or object in view in doing any thing, the means or instrument employed in doing it, and the manner in which it is done, are said to be in the **DATIVE** case.

IV. Words that are the direct object of an action expressed by a verb, or that are the aim or point to which motion tends, are said to be in the **ACCUSATIVE** case.

The foregoing table will enable the learner to determine to what case any German noun he may meet with belongs, without reference to its termination. It will also enable him to judge in what case he should put any German noun he may have occasion to make use of. We have said that each case has a particular termination to express it. Under the head **CONSTRUCTION**, we shall give the learner rules for adhibiting these case terminations.

## CONSTRUCTION.

### I.

#### HOW TO DECLINE THE SUBSTANTIVES.

UNDER this head, *Construction*, we shall give the learner a series of rules for his guidance in writing German, and we may remark here, that of all the modern languages of Europe, German is deemed the most difficult to write correctly; but this intelligence need in no way alarm the assiduous student, the German construction needs only be clearly explained and attentively studied, to become the simplest matter imaginable. The chief difficulty the beginner has to encounter proceeds, as we have said, from the fluctuating terminations of declinable words, and it is to these that we propose at present to direct his attention. We have stated under the head **GRAMMAR**, that the German nouns have four cases, each of which has to be indicated by a particular termination. If there were four distinct terminations corresponding with these four cases, the difficulty would not be great; but it is not so. Some words have one set of variations; others, another; so that the construction of the cases is not without complexity. It is necessary to observe also, that the German nouns do not, like the English, take an *s* to form the plural; terminations are added to the singular that involve both an idea of plurality and the relation of case: in reality, therefore, each noun has not only the four terminations indicative of case; but also four others, to indicate the plural of them.

each having thus eight distinct terminations. It is necessary further to state that there are in German, as in English, three genders; but that in the former language a distinction of sex is not rigidly understood by the term gender—a woman may be of the masculine gender, and inanimate objects are said occasionally to be male or female. The term gender implying more a grammatical distinction of the words than any thing else.

In order to find the various cases of a noun, it is necessary first to know its gender, its nominative singular and nominative plural; these are given in the dictionary,\* and it is to that source the learner must apply for these particulars, until his familiarity with the language renders reference to the dictionary no longer necessary. The gender and the nominative plural being known, the following rules will enable the learner to construct the other cases of nearly every noun in the language.

## TO FORM THE PLURAL.

- I. The cases of the plural are all the same as the nominative, except the dative, which must end in *n* †.

## TO FORM THE SINGULAR.

- II. The cases of the singular are formed from the nominative plural.  
 III. All the cases of feminine nouns are the same as the nominative singular.  
 IV. Nouns that form the nominative plural by the addition of *n* or *en* to the singular, keep this addition through all the cases.  
 V. Nouns that form the nominative plural by the addition of *c* or *er* to the singular, take *cſ* in the genitive, and *c* in the dative.  
 VI. Nouns that have the nominative singular and plural alike, take *s* in the genitive; all other cases same as nominative.

Now supposing the learner had to decline such a noun as *Eſſen*, *food*, on consulting his dictionary he would find *Eſſen* to be of the neuter gender, and that the nominative plural is *Eſſen*; consequently by rules I. and VI. he would decline it thus:

SINGULAR.					PLURAL.				
Nom.	.	.	.	Eſſen	Nom.	.	.	.	Eſſen
Gen.	.	.	.	Eſſenſ	Gen.	.	.	.	Eſſen
Dat.	.	.	.	Eſſen	Dat.	.	.	.	Eſſen
Acc.	.	.	.	Eſſen	Acc.	.	.	.	Eſſen

Then again the noun *Schatz*, *a treasure*, he would find to be a masculine noun, nominative plural *Schätze*, consequently is declined by rules I. and V. in the following manner:

\* In purchasing a Dictionary, the learner must observe that it states the gender, and gives the nominative plural. In a great many of them the latter is not inserted.

† The learner will understand by this rule, that if the nominative plural does not end in the letter *n*, he must add one to form the dative.

SINGULAR.		PLURAL.	
Nom. . . .	Schatz	Nom. . . .	Schätze
Gen. . . .	Schatzes	Gen. . . .	Schätze
Dat. . . .	Schatze	Dat. . . .	Schätzen
Acc. . . .	Schatz	Acc. . . .	Schätze

Again, the noun *Absicht*, *intention*, the dictionary says is a feminine noun ; nominative plural, *Absichten* ; so by rules I. and III. is declined :

SINGULAR.		PLURAL.	
Nom. . . .	Absicht	Nom. . . .	Absichten
Gen. . . .	Absicht	Gen. . . .	Absichten
Dat. . . .	Absicht	Dat. . . .	Absichten
Acc. . . .	Absicht	Acc. . . .	Absichten

And so with all the others. There is no rule absolutely without exception, and so it is with the rules we have given ; they are as perfect as the subject they involve admits, but here and there an exceptive word will occur ; as such present themselves in the course of our lessons, we shall explain why and how they depart from the rules we have given.

With regard to when one case of a noun should be employed and when another, we refer to the table of the cases under the head GRAMMAR, which will give the learner some general notions on the subject : we shall revert to particular employments of the cases in the progress of the lessons.

## II.

### HOW TO DECLINE THE ADJECTIVES.

The adjectives of the German language must agree in number, in gender, and in case, with their substantives. It follows that there must be a case of the adjective to correspond with each case of the noun, and in addition to this, that there must be a form of the adjective to accord with the three genders. The adjective has, consequently, a greater number of variations than the substantive ; but these variations are not subject to any irregularity. The following is the adjective, *gut*, *good*, with its case endings, which will serve as a model for declining all the other adjectives :

	SINGULAR.			PLURAL.
	Masc.	Fem.	Neuter.	For all Genders.
Nom.	Gut-er	Gut-e	Gut-es	Gut-e
Gen.	Gut-es*	Gut-er	Gut-es*	Gut-er
Dat.	Gut-em	Gut-er	Gut-em	Gut-en
Acc.	Gut-en	Gut-e	Gut-es	Gut-e

When two or more adjectives are used with a noun, they must all be of the same number, gender, and case, and consequently have all the same termination ; but when one of these happens to be a *determinative*, that is to say, an adjective which does not express some quality inherent in the noun itself,—as for ex-

\* In practice, the form *guten* is commonly made use of in the genitive singular, masculine and neuter.

ample, the words *this, that, the, you*, and such like, then the adjective is exempted from rigidly following its declension, but it is still subject to the following formula :

SINGULAR.			PLURAL.
<i>Masculine.</i>	<i>Fem. &amp; Neuter.</i>		<i>For all Genders.</i>
Nom.	Gut-e	Gut-e	Gut-en
Gen.	Gut-en	Gut-en	Gut-en
Dat.	Gut-en	Gut-en	Gut-en
Acc.	Gut-en	Gut-e	Gut-en

Again, when an adjective is preceded by the indefinite article, *ein, a*, or the pronouns, *kein, no, mein, my, dein, thy, unser, our, euer, your, ihr, his*, it is declined as follows :

SINGULAR.			PLURAL.
<i>Masculine.</i>	<i>Feminine.</i>	<i>Neuter.</i>	<i>For all Genders.</i>
Nom.	Gut-er	Gut-e	Gut-en
Gen.	Gut-en	Gut-en	Gut-en
Dat.	Gut-en	Gut-en	Gut-en
Acc.	Gut-en	Gut-e	Gut-en

All this must appear very puzzling to the beginner, and so it is, but at the same time it is all that can be considered complicated in the German as it stands in relation to the English language.

### III.

#### THE DEFINITE ARTICLE.

The word *the* being employed to determine, or in some way or other to modify the meaning of a substantive, it is an adjective, and consequently is declined like other words of the same class. The case terminations, however, have in one or two instances become blended with the letters of the root, so that it is necessary to exhibit the declension of this word entire. The following then is the article *the* in the various forms it assumes in German :

SINGULAR.			PLURAL.
<i>Masc.</i>	<i>Fem.</i>	<i>Neuter.</i>	<i>For all Genders.</i>
Nom.	der	die	die
Gen.	des	der	der
Dat.	dem	der	den
Acc.	den	die	die

On comparing the above with the model we have given in the preceding section for declining the adjectives, the terminations will be found precisely the same.

There is, perhaps, no word in the English language that occurs more frequently than the article *the*, and so it is in German; the definite article appears in one or other of its forms in almost every sentence. We shall therefore ex-

pect the learner to make himself so perfectly familiar with it, as to be able to decline it with as much facility and as much accuracy as his A B C.

The different forms of the article are pronounced as similar combinations of letters would be in English, with the exception of the feminine form *die*, which is pronounced as if written *dee*; the learner then can scarcely go wrong in the pronunciation.

## IV.

## THE INDEFINITE ARTICLE.

We have said in the preceding section that no word occurs more frequently in German than the definite article *the*, and that consequently the learner must make himself perfectly familiar with it, in all its forms. The same remark is also applicable to the indefinite article *Ein*, *a* or *an*, of which the learner will have to make constant use in writing German. This word is declined as follows:

	<i>Masculine.</i>	<i>Feminine.</i>	<i>Neuter.</i>
Nom. . .	<i>Ein</i>	<i>Eine</i>	<i>Ein</i>
Gen. . .	<i>Eines</i>	<i>Einer</i>	<i>Eines</i>
Dat. . .	<i>Einem</i>	<i>Einer</i>	<i>Einem</i>
Acc. . .	<i>Einem</i>	<i>Eine</i>	<i>Ein</i>

The word *a* or *an* being used only to determine single objects, *ein* has no forms for the plural number.

The *Messieurs Chambers*, in a recent number of their Journal, say, that the proper use of a Grammar is to teach the theoretical construction of a language after a colloquial or practical knowledge of it had in some degree been acquired. This is precisely our opinion on the subject. The learner must not, therefore, be alarmed by the tables we have given in this and in the preceding sections; nor suppose because we have dwelt so long on the verbal modifications of the nouns and adjectives, that we intend to fill our pages with the sterile abstractions of the Grammar. It is absolutely necessary to be acquainted with the nature of the transformations to which the declinable words are subject, in order to write German; but beyond what is necessary to acquaint him with this, we shall not cool the ardour of the learner with grammatical formulæ. We must, however, remind him that he must learn what we tell him to learn, and do what we tell him to do, else we will not be answerable for his proficiency in the language. The indefinite article *ein* is pronounced like *ine* of the English word *nine*; the feminine form *eine* is pronounced as if written *ina*, the final *e* in German having the short sound of the English *a*.

## V.

## THE NUMERALS.

Figures being of the greatest possible utility in the practice of a language, we shall give here the German numerals from one to twenty, together with their pronunciation, so that the learner may count in German if so disposed.

1 ein	.	.	.	pronounced	ine.
2 zwei	.	.	.	"	ts-wi.
3 drei	.	.	.	"	dry.
4 vier	.	.	.	"	feer.
5 fünf	.	.	.	"	fünf.
6 sechs	.	.	.	"	sex.
7 sieben	.	.	.	"	see-ben.
8 acht	.	.	.	"	axt.
9 neun	.	.	.	"	nine.
10 zehn	.	.	.	"	tsain.
11 elf	.	.	.	"	elf.
12 zwölf	.	.	.	"	ts-wölf.
13 dreizehn	.	.	.	"	drüt-sain.
14 vierzehn	.	.	.	"	feert-sain.
15 fünfzehn	.	.	.	"	fünfst-sain.
16 sechszehn	.	.	.	"	sext-sain.
17 siebenzehn	.	.	.	"	see-bent-sain.
18 achtzehn	.	.	.	"	axt-sain.
19 neunzehn	.	.	.	"	nint-sain.
20 zwanzig	.	.	.	"	tswant-sig.
21 ein und zwanzig	.	.	.	"	ine-unt tswant-sig.
22 zwei und zwanzig	.	.	.	"	zwī-unt tswant-sig.
30 dreißig	.	.	.	"	drüt-zig.

The German numerals, with the exception of *Ein*, *one*, *Zwei*, *two*, and *Drei*, *three*, are not susceptible of case endings. They always have the same form — those given above. The numeral *Ein*, *one*, when it is followed by a noun, as in the phrase “there was *one* traveller,” assumes the same series of terminations that we have shown it to possess as an article in the preceding section. When the noun to which *Ein* relates does not appear in the sentence, then *one* is rendered by *Einer* for the masculine, and *Eines* for the neuter; as in the sentences, *Einer* von uns muß gehen, *one of us must go*; *Er* hat *zwei* Reiche, *ei nes* ist zerstört, *he had two kingdoms, one is destroyed*. In simple enumeration, the form *Eins* is employed as, *es* hat *eins* geschlagen, *it has struck one*.

The numerals *zwei*, *two*, and *drei*, *three*, have, besides the nominative, only the forms *zweiter* and *dreier* for the genitive, and *zweiten* and *dreien* for the dative, without distinction of gender. We shall have occasion to make use of some of these numerals by and by, so that these remarks will have to be borne in mind.

# THE GERMAN LANGUAGE.

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## LESSON SECOND.

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### READING.

Drei Reisende fanden einen Schatz auf ihrem Wege, und sagten :  
Da wir Hunger haben, muß einer von uns gehen, um Essen zu kaufen.  
In dieser Absicht ging einer fort und brachte ihnen, was zu einer Mahlzeit gehört.

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In order to read the above, the learner will have to be taught, first, the pronunciation of the words, and then their signification. We shall therefore repeat the text, and place under each German word such a combination of letters as may convey to the English learner a notion of its pronunciation, together with accents to point out the syllables on which the stress of the voice should be made to repose. This done, we shall again repeat the text, and place under each German word its exact equivalent in English. A careful examination of these two tables will enable the learner to pronounce the words in German with a sufficient degree of accuracy, as also to translate the portion of German we have chosen as the text of our present lesson correctly into English. We may here observe, that a little attention bestowed at the outset will be of great ultimate advantage ; if the learner forms an accurate conception of the value and meaning of the words now, he will experience little difficulty with the exercises of the lessons that are to follow.

The following is a repetition of the text, with the pronunciation and accentuation of the words :—

Drei	Reisende	fanden	einen	Schatz	auf	ihrem	
Dry	ri*-sendy	fan'-den	i-nen	schatz	a-owf	ee'-rem	
Wege,	und	sagten :	Da	wir	Hunger	haben	muß
wai-gai	oont	sag'-ten :	Da	weer	hoon'-ger	ha-ben	moos

\* The letter i marked thus i, should be pronounced like i in the English word *idea*, or like I in the phrase *I am he*.



einer	von	uns	gehen,	um	Essen	zu	kaufen.
I-ner	fon	oonts	gain',	oom	es'-sen	tzoo	ka-owf-en.
In	dieser	Absicht	ging	einer	fort	und	brachte ihnen
Een	deé-ser	ab-seeχt'	geeng	i-ner	fort	oont	braxty ee-nen
was	zu	einer	Mahlzeit	gehört.			
was	tzoo	i-ner	malt-zít-et	gai-hört.			

In order to pronounce these words correctly, the learner must bear in mind what we have said under the head PRONUNCIATION, in the preceding lesson. We there gave directions for enunciating the *ch*, which we have represented by the Greek letter *χ*, as also the sound of the diphthong *ö*.

We now suppose the learner to be perfectly able to distinguish one letter of the German alphabet from another, as also to have formed some conception of the sounds we have termed the characteristics; if this be the case, he can scarcely go wrong in pronouncing the words according to the verbal pronunciation we have given of them—the orthography of the German words themselves will set him right, if any doubt arise in his mind as to the precise value of the letters employed to illustrate their pronunciation. We should recommend the learner to enunciate each syllable individually, before pronouncing the entire word; by so doing a much greater degree of accuracy will be attained.

After having acquired the pronunciation of the words, he should read the text as it is printed on the first page; this he should do aloud, taking care to rest the voice on the accented syllables.

### TRANSLATION.

Drei	Reisende	fanden	einen	Schatz	auf	ihrem	Wege,	und
Three	travellers	found	a	treasure	on	their	road,	and
sagten:	Da	wir	Hunger	haben,	muß	einer	von	uns
said:	As	we	hunger	have,	must	one	of	us
um	Essen	zu	kaufen.	In	dieser	Absicht	ging	einer,
for	food	to	buy.	In	this	intention	went	one,
and	brachte	ihnen,	was	zu	einer	Mahlzeit	gehört.	
and	brought	them	what	to	a	meal	belongs.	

In the above we have given an exact translation of each of the words, and it is of the greatest moment that each of these words be firmly fixed upon the memory; they will be made use of in the various exercises that are to follow, and will occur throughout the whole course of the lessons. A perfect acquaintance with them at the outset is therefore indispensable.

In order to establish the words permanently on the memory, the learner would do well to write them out—the German with their English equivalents, in parallel columns, and translate, from memory, in succession, each series of words; a self-examination of this kind will be of great utility.

The learner should now be able to read the text in German, and translate it into English; the next step is to make use of the words in conversation.

## CONVERSATION.

THERE is, perhaps, no part of our method that might be questioned with greater propriety than this, for it might well be asked, how is the learner to talk without some one to talk to, or how is he to carry on a conversation *without* a teacher? Our answer to such a query is, that he very rarely talks *with* one, and that in studying a modern language, it is ten times better to talk with oneself, than not to talk at all. In learning German with a teacher, the student speaks English; in learning by himself he may, if he likes, speak German. The sooner he begins to use colloquially the language he studies, the sooner will he speak that language, and if he can talk to himself in it, he also *can* talk to others.

The following colloquy, at the same time that it serves as an exercise in conversation, illustrates the construction of the language, and will furnish the learner with examples of what we have said under the head GRAMMAR, about the nature, use, and employ of Case.

Under the head CONVERSATION, in the preceding lesson, we gave a series of words used in asking questions, with the pronunciation and meaning, of which we now suppose the learner perfectly conversant; in addition to these he will have to make himself acquainted with the following:—

als, as, or when,	pronounced	. . . .	alts.
das, that,	"	. . . .	das.
er, he,	"	. . . .	er.
sie, they,	"	. . . .	see.

The meaning and pronunciation of all the words introduced into the following colloquy, have been given, the learner therefore has no difficulty to encounter. The subject of conversation is that involved in the text of the lesson.

- Was sagten die drei Reisende? . . . Sie sagten, Da wir Hunger haben, muß einer von uns gehen um Essen zu kaufen.
- Ging einer von ihnen in dieser Absicht fort? Ja, einer von ihnen ging in dieser Absicht fort?
- Brachte er Essen? . . . . . Ja, er brachte Essen.
- Was für Essen brachte er?\* . . . . . Er brachte was zu einer Mahlzeit gehört.
- Was fanden die drei Reisende? . . . . Sie fanden einen Schaf.
- Wo fanden die Reisenden einen Schaf? . Auf ihrem Wege.
- Wann fanden drei Reisende den Schaf? Als sie sagten: wir haben Hunger.
- Wer fand einen Schaf? . . . . . Die drei Reisende.
- Was sagten sie? . . . . . Sie sagten; wir haben Hunger.
- Wann sagten sie das? . . . . . Als sie den Schaf fanden.
- Wer sagte; wir haben Hunger? . . . . Die drei Reisende.
- Was für drei Reisende sagten das? . . Die drei Reisende welche den Schaf fanden.
- Was fanden die drei Reisende auf ihrem Wege? Einen Schaf.
- Wie viele Schafe fanden die Reisenden? Sie fanden einen.
- Wer sagte; einer von uns muß gehen? . Einer von ihnen.
- Warum mußte einer von ihnen gehen? . Um Essen zu kaufen.
- Ging einer? . . . . . Ja, einer von ihnen ging fort.
- Wer brachte Essen? . . . . . Einer von den drei Reisenden.
- Welcher von den drei Reisenden brachte Essen. Der welcher in dieser Absicht fort ging.
- In welcher Absicht ging einer von den dreien? In der Absicht, Essen zu kaufen.
- Kaufte einer von den Reisenden Essen? . Ja, einer von ihnen kaufte Essen.
- Sagten die Reisenden: wir haben Hunger? Ja.
- Sagten sie; wir haben einen Schaf? . Nein,
- Sagten sie; wir haben was zu einer Mahlzeit gehört? Nein.
- Sagten sie; einer von uns muß gehen um Essen zu kaufen? Ja.
- Sagten sie; wir haben Essen? Mein.
- Was sagten sie: wir haben? . . . . Sie sagten; wir haben Hunger.
- Ging einer von den Reisenden um Essen zu kaufen? Ja, einer von ihnen ging fort in dieser Absicht.
- Was brachte er? . . . . . Er brachte was zu einer Mahlzeit gehört.
- Was gehört zu einer Mahlzeit? . . . . Zu einer Mahlzeit gehört Essen.
- Wer ging um Essen zu kaufen? . . . . Einer von den Reisenden.
- Wer fand einen Schaf? . . . . . Die drei Reisende.
- Wer sagte, wir haben Hunger? . . . . Die drei Reisende.
- Wer brachte Essen? . . . . . Der Reisende, welcher in der Absicht ging, das Essen zu kaufen.

\* See remarks on was für, CONSTRUCTION, § IX.

Wer sagte, einer von uns muß gehen ?	Der Reisende, welcher sagte ; wir haben Hunger.
Ging einer von den Reisenden fort ?	Ja, einer ging fort.
Wann ging er fort ?	Als die drei sagten : wir haben Hunger.
Warum ging er fort ?	Weil die drei sagten : einer von uns muß gehen.
Wer ging fort ?	Einer von den drei Reisenden.
Was für drei Reisende ?	Die drei, welche einen Schatz fanden.
In was für einer Absicht ging er fort ?	In der Absicht Essen zu kaufen.
Was für ein Reisender brachte Essen ?	Der Reisende welcher fort ging.
Was fanden die Reisenden ?	Sie fanden einen Schatz.
Was sagten sie ?	Sie sagten : wir haben Hunger.
Was brachte einer von den Reisenden ?	Er brachte was zu einer Mahlzeit gehört.
Was gehört zu einer Mahlzeit ?	Essen.
Wann ging einer von den Reisenden fort ?	Als die drei sagten : wir haben Hunger.
Wann sagten die drei wir haben Hunger ?	Als sie den Schatz fanden.
Wohin ging einer von den Reisenden ?	Er ging um Essen zu kaufen.
Wo fanden die Reisenden einen Schatz ?	Auf ihrem Wege.
Brachte einer von den Reisenden Essen ?	Ja, einer von ihnen brachte Essen.
Welcher von den drei Reisenden brachte Essen ?	Der welcher fort ging.
Welcher von den drei Reisenden ging fort, in der Absicht Essen zu kaufen ?	Der welcher brachte, was zu einer Mahlzeit gehört.

## GRAMMAR.

### GOVERNMENT.

In a preceding article we have explained the nature of the changes to which the nouns are subject, and we have given rules for effecting these changes. We have now to show when one and when another of the various forms of the noun is to be made use of. In the article GRAMMAR of the preceding lesson we have given the learner a table to determine to which of the four cases admitted in German, any noun he may meet with belongs ; we observed at the same time, that this table would enable the learner to determine what form of the noun he should employ in writing German. We stated, for example, that words simply naming the object or person of whom some action was about to be expressed, were in the NOMINATIVE case ; consequently, words standing in this relation, should be given the form indicative of the NOMINATIVE. The learner, then, in order to know when to employ a noun in one case, and when in another, has only to refer back to the table in question, which involves the information necessary for his guidance in this matter.

In speaking of Case in our former lesson, we said, that even though

a preposition be employed in a sentence, the noun continues to indicate the relation of the words, just as if no preposition existed. This is not *strictly* true, for some of the prepositions themselves have the faculty of dictating the case to the noun, without reference to the actual relation involved by the sentence. The preposition *von*, for instance, under some circumstances, signifies *of*, and under others, *from*. When *von* has the former signification, it implies dependence, or appurtenance, and is consequently a sign of the genitive; when it has the latter signification, it expresses separation, and is therefore an attribute of the dative; but whether *von* signifies *of*, or *from*, whether it indicates a genitive or a dative relation, if followed by a noun, that noun must be in the dative case.

The prepositions in this way exercise a sort of control over the cases, and this peculiarity is called by grammarians *government*, the noun being said to be *governed* by the preposition.

The following is a list of the chief Prepositions that possess the property of governing the nouns:

#### I. Prepositions that require a Genitive case after them.

vermöge . . . . .	by dint of.
laut . . . . .	according to.
wegen . . . . .	on account of
um willen . . . . .	for heaven's sake?
anstatt . . . . .	instead of
diesseits . . . . .	on this side
jenseits . . . . .	on the other side, beyond
frakt . . . . .	in virtue of
vermittels . . . . .	by means of
ungeachtet . . . . .	notwithstanding, in spite of
außerhalb, innerhalb, oberhalb, unterhalb . . . . .	without, within, above, below
während . . . . .	during

#### II. Prepositions that require a Dative case after them.

bei, nächst . . . . .	near, by, close
nebst, mit, sammt . . . . .	with
aus . . . . .	out
nach . . . . .	after
gegenüber . . . . .	opposite
zu . . . . .	to
seit . . . . .	since
von . . . . .	from, of.

## III. Prepositions that require an Accusative case after them.

durch	. . . . .	by, through
gegen	. . . . .	towards
wider	. . . . .	against
für	. . . . .	for
um	. . . . .	around
ohne	. . . . .	without.

The prepositions *an, aus, über, in, hinter, neben, unter, zwischen*, etc. do not possess the property of requiring a particular case after them. When a relation of motion is to be expressed, they are employed with an accusative case, and when a state of repose with a dative; that is, the nouns accompanying these prepositions indicate their relation in the sentence independently of the preposition.

These observations will suffice to enable the learner to determine when he should employ one case of a noun and when another; the text of our lessons will afford examples of their practical application, and at the same time material to bring them into practical operation.

## CONSTRUCTION.

## VI.

Wir haben Hunger.

We are hungry.

We stated, in our lesson, that under the head CONSTRUCTION we should give the learner rules for his guidance in writing German. The text of our present lesson exhibits a peculiarity in the structure of the language. The phrase „Wir haben Hunger,“ shows that the Germans say, “We have hunger,” and not as the English do, “We are hungry.” It is a curious fact, in relation to this phrase, that in French, in Italian, and in Spanish, the construction is the same, the people of these three great nations say as the Germans do, “We have hunger;” the English alone using the locution, “We are hungry.” This illustrates a point that we have often had occasion to maintain, to wit, that the English, in matters of language, are very eccentric, and have very odd ways of expressing themselves. It is true that we may likewise use the construction, “We are hungry,” in German; but the existence of the phrase *Wir haben Hunger*, in our text, shows that the latter mode of expression is the more correct of the two.

## VII.

Drei Reisende fanden einen Schatz. Three travellers found a treasure.

The word *Reisende* in the above sentence is virtually a noun, but it is grammatically an adjective: it is used in the capacity of a noun, but it possesses the

attributes of the adjective. The infinitives of verbs have the faculty of representing nouns, when the syllable *der* is added: the verb *gehen*, *to go*, for example, makes *Gehender* *a person who goes*; and in the same from the verb *reisen*, *to travel*, is formed *Reisender*, *a person who travels*. These kind of words however, do not follow the rules we have given for declining the nouns; they are considered as verbal adjectives, and are declined like other words of that class.

When used without the article, as in the case of the word *Reisende* in the text, the noun, (if we may call it so) *Reisender* is declined according to the first model we have given for declining the adjectives; when used with the article, or any other determinating word of the same kind, it is declined according to the second model; and when used with *ein* *fein*, or any other word of that class, it is declined according to the third model. In short, *Reisender* goes through precisely the same series of changes as any other adjective. In writing a German sentence in which this word is employed, the learner must bear in mind that he is to regard it as an adjective, and not as a noun.

### VIII.

Da wir Hunger haben, muß einer von uns gehen um Essen zu kaufen. As we are hungry, one of us must go to buy food.

Under ordinary circumstances, the order of the words in a sentence is the same in English and in German. The words of such phrases, as, "We are hungry," "One of us must go," would be arranged in German precisely as they are in English. This coincidence in the order of the words does not, however, exist in the passage we have quoted above from our text. The reason of this is, that in German, the words *da*, *as*; *wenn*, *when*; *als*, *as*; the relatives *daß*, *that*; *welcher*, *which*; and some others of the same kind, possess the faculty of throwing the verb to the end of the sentence. The phrase, "We are hungry," is in German, *wir haben hunger*; the words maintaining the same order as in English; but when *da* is made use of, then the verb must be placed last, and so a difference in the construction of the two languages appears.

Again: in the sequent sentence to one in which this kind of transposition takes place, the verb and the subject change places; and instead of "As we are hungry, one of us must go," the order of the words in German becomes, "As we hunger have, *must one of us go*;" the verb *must* being placed first, and the subject or nominative, *one of us*, after.

Finally, when two verbs occur in a sentence, the second must always be placed at the end; thus, instead of saying, "As we are hungry, one of us must go to buy food," we shall have to say in German, "As we hunger have, *must one of us go food to buy*;" the infinitive always in such cases concluding the sentence.

The passage of our text, quoted at the head of this article, illustrates three circumstances under which the words of a sentence are not arranged in German as they are in English, and these three are almost the only cases in which any difference occurs in this respect between the two languages.

The learner, in writing German, must take care that he attends to these peculiarities of the construction of the language. When he makes use of any



one of the relative words we have named, he must bear in mind that the verb is placed at the end of the sentence; and that, in the sequent part of the phrase, the verb and pronoun change places; as also that, when two verbs occur in a sentence, one of them must be the concluding word. We shall introduce some English sentences, under the head **COMPOSITION**, to be rendered into German; in these, one or other of the relative particles will have to be made use of, and which, after what we have said, the learner ought to translate correctly.

## IX.

Was für Essen brachte er?

What kind of food did he bring?

Amongst the series of words introduced under the head **CONVERSATION** in the first lesson, in the interrogative *was für*? This *was für* is much used in German, perhaps more than any other colloquial locution of the language; there is moreover, nothing exactly resembling it in English, — it sometimes is used to signify one thing, and sometimes another; its use and functions must therefore be explained, in order to be comprehended and fully understood by the learner.

The locution under consideration consists of two words, the pronoun *was*, *what*, and the preposition *für*, *for*; so that *was für*, when translated literally, is *what for*; but the meaning these two words have in the English interrogation, *What for?* have nothing at all in common with the German interrogation *was für?* The learner must not consider the literal meaning of *was für?* he must regard both words as implying a single notion, and take especial care not to confound *was für* with the two English words *what* and *for*.

We would recommend the learner to endeavour to associate *was für*, not with any particular English words or word, but rather with the conception of its value that he may form from the following observations, relative to its use in practice.

When *was für* is employed in asking a question, it signifies *what kind?* or *what sort?* It does not simply ask what an object is, but what are the peculiar qualities of that object, or in some way or other requiring a particular specification of the nature and attributes of the thing spoken of, as:—

Was für Essen ist das?

What sort of food is that?

Was für ein Reisender ist das?

What is that traveller?

The foregoing is the logical and primitive use of *was für*, but it is also sometimes used in cases where the pronoun *what*, is used in English, without reference either to the quality or quantity of an object, as:—

Was für ein Weg ist dieß?

What road is this?

Was für ein Schatz ist dieß?

What treasure is this?

The third and last use of *was für* is in exclamations. In cases where the English say *what a* so and so! the Germans say *was für*, a so-and-so, as:—

Was für ein Schatz!

What a treasure!

Was für ein Weg!

What a road!

These examples, by shewing the learner the circumstances in which *was für* is employed, will enable him to determine the cases in which he should make use of the expression. We shall introduce under the head **COMPOSITION** a series of phrases to be rendered into German, in which *was für* will have to be made use of, in order to translate them correctly.



## X.

Sie haben den Schatz.      { They have the treasure.  
    { You have the treasure.

In all the languages of modern Europe, there occur some slight deviations from the rules of syntax, in difference to the principles of politeness. The English and French, in addressing a single person, do not say *thou* so-and-so, as they are required to say by their grammars. They use instead the second personal pronoun in the plural, and say *you* so-and-so. The Italians again, in addressing another person, neither say *you* nor *thou*, but *she* so-and-so, no matter whether the person addressed be male or female. The Spaniards, when speaking in measured language, always apply an imaginary title to the person they address, and say, his *worship*, or his *reverence* so-and-so. The Germans, in like manner, have a peculiarity of this kind in their language. They do not say *you* so-and-so as the English and French do. They do not say *she* so-and-so, like the Italians, nor do they employ a hypothetical title like the Spaniards. The German departure from grammar consists in saying *they* so-and-so, instead of *thou* so-and-so, so that such an English expression as, "Have you the treasure?" would have to be rendered in German, "Have they the treasure?" "Haben Sie den Schatz?" Hence it is, that the phrase we have quoted at the head of this article has two meanings. Sie haben den Schatz may either signify "You have the treasure," or, "They have the treasure," since the pronoun *sie*, they, is employed as a polite substitute for the word *thou*. There is one thing, however, to be observed with regard to this matter. In writing German, when the word *sie* is employed to represent *thou* or *you*, it is always written with a capital; and on the other hand, when *sie* has only its primitive signification *they*, it is never written with a capital, except when it occurs at the beginning of a sentence.

The same remarks apply to the term *to you*. The Germans, in addressing another person in the language of etiquette, do not say *to you*, but *to them*; thus the phrase, "Did he bring the treasure to you?" would be politely rendered in German, "Brought he to them the treasure?" "Brachte er ihnen den Schatz?" The word *ihnen*, *to them*, when employed as an equivalent for the English *to you*, being likewise written with a capital letter.

The learner has, therefore, to bear in mind that the English *you* is expressed by *Sie* in German, and employed of course with a verb in the third person plural; and that *to you* is rendered in colloquial language by *Ihnen*.

## PRONUNCIATION.

## DIPHTHONGS.

WHAT we mean by a diphthong is the association of two vowels to represent some single sound. The vowels *ea* in the English word *earth*, is what we call a diphthong; because if the *e* and the *a* were individually enunciated, the word *earth* would not be correctly pro-

nounced. There are in German six combinations of vowels used in this way, to represent particular sounds; these are:

æ or ä	ie
œ or ö	ei
ue or ü	eu

In the preceding lesson, we have given the pronunciation of the *ö* and the *ü*, and we hope that the learner has attended to what we said about them, and so has formed a correct conception of the sounds they are employed to represent; the other four diphthongs are pronounced as follows:

- ä, like *a* in the English word *made*.
- ei, like *i* in the English word *idea*.
- ie, like *ee* in the English word *been*.
- eu, like *oi* in the English word *oil*.

The learner must bear in mind that each and all of those diphthongs are pronounced in all cases, and under all circumstances, precisely as we have stated: the diphthong *ei*, for example, is always pronounced like *i* in the word *idea*, in whatever position, or in whatever word, it may occur.

The learner should now go over the words of the lesson and pronounce all the diphthongs, according to the directions we have given above, and take care that from now onwards he continues to give these sounds to the diphthongs in pronouncing any German word he may hereafter meet with, in which any one of them may occur.

The six diphthongs constitute a large portion of what may be called the individuality of the German language; and in order to pronounce them in all cases correctly, nothing is wanted beyond a little attention and care at the outset. The learner, in reading, should not pronounce any one of these diphthongs without first calling to mind the sound we have stated it to possess: by proceeding in this way he will acquire the habit of enunciating these important combinations correctly, and that will contribute materially to his general proficiency in the pronunciation of German.

## COMPOSITION.

UNDER this head we shall give the learner a series of phrases to translate into German. In order to render these phrases, the words that have already occurred in the lesson only will be required. The learner, however, must bear in mind that every noun he employs must express one or other of the four relations explained under the head case. He must consider the relation the noun bears to the other words in the sentence, and find out to which of the four this particular relation belongs; or he must observe whether the noun is or is not immediately governed by some one or other of the prepositions that requires a particular case after it. Having determined in what case the noun should be, he will then have to discover what the particular form of this case

is, by referring to the rules we have given under the head CONSTRUCTION, § 1.

It is necessary to mention, that the Germans in writing use a character different from that made use of in writing English. We shall speak of this hereafter; in the mean time, the learner will have to make use of the English character.

We have a meal.

We have an intention.

We have a treasure.

Have we a meal?

Have we a treasure?

We found a traveller.

We found two travellers.

We found three travellers.

The travellers said: We are hungry.

The travellers found a treasure.

The travellers have an intention.

You have the treasure?

Have you the treasure?

Are you hungry?

Have you food?

What have you?

Why have you the treasure?

What sort of a treasure have you?

What a treasure you have!

What sort of food have you?

What sort of an intention have you?

What an intention you have!

What sort of a meal have the three travellers?

What sort of weather have we?

Have we good weather?

Yes; we have good weather.

What sort of weather must he have?

He must have good weather.

Who must have good weather?

The traveller who must go to buy food.

Why must he have good weather?

As we have food, we have what belongs to a meal.

As the treasure belongs to one of us, he must go and buy food.

As we have a treasure, one of us must go and buy food.

When the travellers said: We are hungry, they found a treasure.

When the travellers found a treasure, they said: We are hungry.

When you found the treasure, what did you say?

When you said one of us must go, who went away?

When we are hungry, one of us must buy food.

When the travellers found the treasure, one of them went away to buy food, and brought what belongs to a meal.

One of us must go away.

Which of us must go?

Where must he go?

Why must he go?

When must he go?

What did the travellers say?

What did you say?

You said that one of us must go

Did you say that?

Does the treasure belong to you?

To whom does the treasure belong?

What treasure?

The treasure that the travellers found?

It belongs to the travellers.

What belongs to the travellers?

The treasure belongs to them.

No, it belongs to us.

What did you say that for?

What a treasure!

What an intention!

What weather!

What a traveller!

What a meal!

What food!

We shall give a translation of these phrases in our next, so that the learner may know whether he has rendered them correctly or not.

# THE GERMAN LANGUAGE.

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## LESSON THIRD.

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### READING.

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### REPETITION.

THE following exercise consists of a free translation of the English sentences given under the head COMPOSITION in the preceding lesson to be rendered into German. If the learner has translated these sentences, he should now compare his translation with that we give below, observing the points, if any, in which he has erred.

The meaning and pronunciation of the words made use of in the present exercise having been given in one or other of the preceding lessons, the learner is presumed to be perfectly familiar with both, and so able to read what follows without any kind of difficulty. Should this not be the case, *he may be satisfied* that sufficient attention has not been paid to the exercises of the foregoing lessons, and consequently that they must again be passed under review.

Wir haben eine Mahlzeit. Wir haben eine Absicht. Wir haben einen Schatz. Haben wir eine Mahlzeit? Haben wir einen Schatz? Wir fanden einen Reisenden. Wir fanden zwei Reisende. Wir fanden drei Reisende. Die Reisenden sagten: wir haben Hunger. Die Reisenden fanden einen Schatz. Die Reisenden haben eine Absicht. Sie haben den Schatz. Haben Sie den Schatz? Haben Sie Hunger? Haben Sie Essen? Was haben Sie? Warum haben Sie den Schatz? Was für einen Schatz haben Sie? Was für einen Schatz Sie haben? Was für Essen haben Sie? Was für eine Absicht haben Sie? Was für eine Absicht Sie haben? Was für eine Mahlzeit haben die drei Reisenden? Was für Wetter haben wir? Haben wir gutes Wetter? Ja, wir haben gutes Wetter. Was für Wetter muß er haben? Er muß gutes Wetter haben. Wer muß gutes Wetter haben? Der Reisende, welcher gehen muß um Essen zu kaufen. Warum muß er gutes Wetter haben? Da wir Essen haben, haben wir was zu einer Mahlzeit gehört. Da der Schatz einem von uns gehört muß er gehen um Essen zu kaufen. Da wir einen Schatz haben, muß einer von uns gehen um Essen zu kaufen. Als die Reisenden sagten: wir haben Hunger, fanden Sie einen Schatz. Als die Reisenden einen Schatz fanden, sagten sie: wir haben Hunger. Als Sie den Schatz fanden, was sagten Sie? Als Sie sagten: einer von uns muß gehen, wer ging fort? Wenn wir Hunger haben, muß einer von uns Essen kaufen. Als die Reisenden den Schatz fanden, ging einer von ihnen fort,

um Essen zu kaufen und brachte was zu einer Mahlzeit gehört. Einer von uns muß fortgehen. Welcher von uns muß gehen? Wohin muß er gehen? Warum muß er gehen? Wann muß er gehen? Was sagten die Reisenden? Was sagten Sie? Sie sagten: einer von uns muß gehen. Sagten Sie das? Gehört der Schatz Ihnen? Wem gehört dieser Schatz? Welcher Schatz? Der Schatz, welchen die Reisenden fanden. Er gehört den Reisenden. Was gehört den Reisenden? Der Schatz gehört ihnen. Nein, er gehört uns. Warum sagten Sie das? Was für ein Schatz! Was für eine Absicht! Was für Wetter! Was für ein Reisender! Was für eine Mahlzeit! Was für Essen!

## TEXT.

Aber er sagte unterwegs bei sich selbst: ich muß das Fleisch vergiften, damit meine Gefährten sterben wenn sie davon essen, und ich den Schatz allein behalte. Er führte sein Vorhaben aus, und vergiftete die Speisen.

As we did in the case of the portion of text given in the preceding lesson, we shall repeat the above, and place the pronunciation under each German word.

Aber er sagte unterwegs bei sich selbst: ich muß das  
 Ah-ber er sag'ty oon-ter-wegs by seeχ selbst: eeχ moos, das  
 Fleisch vergiften, damit meine Gefährten sterben wenn sie  
 fliah fer-geef'-ten, da-meet, m'-ny ge-fair-ten ster'-ben, wèn see  
 davon essen und ich den Schatz allein behalte. Er führte  
 da-son' es'sen oont eeχ den shatz al-line be-hal'-ty. Er für-ty  
 sein Vorhaben aus und vergiftete die Speisen.  
 sîn for-ha'ben a-ows oont fer-geef'-te-ty dee spî-sen.

In order to pronounce the foregoing correctly, the learner must bear in mind what we have said about the guttural *ch* and the diphthong *ü* in the first lesson, as also what we said of the other diphthongs in the second lesson.

## TRANSLATION.

Aber er sagte unterwegs bei sich selbst: ich muß das  
 But he said going along to him self: I must the  
 Fleisch vergiften, damit meine Gefährten sterben wenn sie  
 meat poison, so that my companions may die, if they  
 davon essen, und ich den Schatz allein behalte. Er führte  
 of it eat, and I the treasure all may keep. He carried  
 sein Vorhaben aus und vergiftete die Speisen.  
 his design out and poisoned the viands.

The learner to proceed with the above, as with the corresponding exercise of the preceding lesson.

## CONVERSATION.

We shall, in our present colloquial exercise, introduce the following new words, with which the learner will have to make himself acquainted.

Möchten . . .	might	pronounced	möχ'-ten
Nicht . . .	not	„	neext.
Wissen . . .	know ( <i>plural.</i> )	„	wis'-sen.
Weiß . . .	know ( <i>singular.</i> )	„	wice.
War . . .	was	„	war.
Sind . . .	are	„	sint.
Sondern . . .	but	„	son'-dern.
Dieß . . .	this or that	„	dees.

We shall also make use of some new forms of the verbs that have already occurred in the text: for example, the word *brachte* occurs in the text of our second lesson, this word *brachte* is the third person singular, past tense of the verb *bringen*, to bring; besides the form *brachte*, we shall make use of the plural form of the same tense, *sie brachten*, they brought, and of the participle *gebracht*, brought. In the same way; of the infinitive *essen*, to eat, we shall employ *er aß*, he ate, and *sie aßen*, they ate; of the auxiliary *muß*, we shall introduce the plural forms *müssen* and *mußte*; of the verb *finden*, to find, besides the form *finden*, that occurs in the text, we shall make use of *er fand*, he found, and the participle *gefunden*, found, and so in the case of some others. The precise value of these new forms, the learner will be easily enabled to determine, from the words accompanying them, and as they do not in general vary very materially from the forms that have already been given, the learner should experience little difficulty in pronouncing them correctly. We shall likewise introduce such new forms of the pronouns as are not likely to embarrass the learner in finding out their English equivalents: he knows, for example, that *sich selbst*, is *himself*, and it will not require any great exertion of intelligence to discover that *mich selbst*, signifies *myself*; he knows that *meine* is the German word for *my*, and so he may safely conclude that *seine* is the German word of *his*. We have seen that the pronoun *sie* is literally *they*, but that it may be employed as an equivalent for the English *you*; this pronoun has yet another duty to perform. In speaking of objects that are in German of the feminine gender, such as *Speise*, an eatable; the pronoun *sie* answers to the English word *them*, as: *Wer aß die Speisen?* *Es war der Reisende welcher sie kaufte.* *Who ate the victuals? It was the traveller who bought THEM.* The learner will have to bear this third attribute of *sie* in mind.

Wer sagte ich muß das Fleisch vergiften? . Der Reisende welcher fort ging.  
 Zu wem sagte er das? . . . . . Zu sich selbst.  
 Wann sagte er das? . . . . . Unterwegs.  
 Warum mußte er das Fleisch vergiften? . Damit seine Gefährten sterben möchten.

- Warum mußten seine Gefährten sterben? . . . . . Damit er den Schatz für sich behalte.
- Vergiftete er seine Gefährten? . . . . . Nein.
- Vergiftete er sich selbst? . . . . . Nein.
- Vergiftete er das Essen? . . . . . Ja.
- Was für Essen vergiftete er? . . . . . Das Fleisch.
- Wer führte eine Absicht aus? . . . . . Einer von den Reisenden.
- Was für eine Absicht führte er aus? . . . . . Die, das Fleisch zu vergiften.
- Wann führte er seine Absicht aus? . . . . . Unterwegs.
- Warum führte er seine Absicht aus? . . . . . Damit seine Gefährten sterben möchten.
- Wer sagte: ich muß das Fleisch vergiften? . . . . . Der Reisende welcher das Essen brachte.
- Sagte er: ich muß meine Gefährten vergiften? . . . . . Nein, er sagte es nicht.
- Sagte er: ich muß mich selbst vergiften? . . . . . Nein.
- Sagte er: ich muß das Fleisch für mich selbst behalten? . . . . . Nein.
- Sagte er: ich muß den Schatz für mich selbst behalten? . . . . . Ja, er sagte ich muß das Fleisch vergiften, damit meine Gefährten sterben, wenn sie davon essen und ich den Schatz allein behalte.
- Sagte er: meine Gefährten müssen sterben? . . . . . Ja, er sagte das.
- Sagte er zu seinen Gefährten: ihr müßt sterben? . . . . . Nein, er sagte das zu sich selbst.
- Was sagte er zu sich selbst? . . . . . Er sagte: ich muß das Fleisch vergiften, damit meine Gefährten sterben, wenn sie davon essen.
- Führte er sein Vorhaben aus? . . . . . Ja, er führte es aus.
- Wie! vergiftete er seine Gefährten? . . . . . Nein, sondern er vergiftete das Fleisch, welches er ihnen brachte.
- Wie führte er es aus? . . . . . Er vergiftete die Speisen welche er seinen Gefährten brachte.
- Wer muß sterben? . . . . . Zwei von den Reisenden.
- Wann? . . . . . Wenn sie von dem vergifteten Fleisch essen.
- Warum müssen sie sterben? . . . . . Damit der Schatz einem von ihnen gehöre.
- Vergiftete einer von den Reisenden die Speisen? . . . . . Ja, einer von ihnen vergiftete das Fleisch.
- Wann? . . . . . Unterwegs.
- Wer, sagte er, muß sterben? . . . . . Er sagte, daß seine zwei Gefährten sterben müssen.
- Wissen Sie, wo das Fleisch gekauft war? . . . . . Nein, ich weiß es nicht.
- Wissen Sie, wer es kaufte? . . . . . Es war einer von den Reisenden.
- Wissen Sie, wer das Fleisch vergiftete? . . . . . Ja, es war der Reisende welcher es kaufte.
- Wissen Sie, warum er es vergiftete? . . . . . Er vergiftete es, damit seine Gefährten sterben möchten.
- Wissen Sie, was der Reisende welcher das Fleisch brachte, sagte? . . . . . Er sagte: ich muß das Fleisch vergiften, damit meine Gefährten sterben wenn sie davon essen.



- Wissen Sie was der Reisende sagte als er  
das Fleisch brachte? . . . . . Mein, ich weiß es nicht.
- Wissen Sie wer die Speisen vergiftete? . . . Ja, es war der Reisende welcher sie  
kaufte.
- Wissen Sie warum er sie vergiftete? . . . Er vergiftete die Speisen, damit seine  
Gefährten sterben möchten.
- Wissen die Reisenden davon? . . . . . Ich weiß es nicht.
- Wissen Sie was der Reisende welcher die  
Speisen brachte, sagte? . . . . . Er sagte: ich muß das Fleisch vergiften.
- Wissen Sie was die Reisenden sagten, als  
das Fleisch gebracht wurde? . . . . . Mein, ich weiß es nicht.
- Wissen Sie was für Fleisch es war? . . . . . Mein, ich weiß es nicht.
- Wissen Sie mit was er das Fleisch vergif-  
tete? . . . . . Mein, ich weiß es nicht.
- Wissen Sie wer den Schatz fand? . . . . . Es waren die drei Reisenden.
- Wissen Sie wo die Reisenden den Schatz  
fanden? . . . . . Sie fanden ihn auf ihrem Wege.
- Wissen Sie wem er gehört? . . . . . Mein, ich weiß das nicht.
- Wissen Sie welcher von den Reisenden die  
Speisen kaufte? . . . . . Es war der Reisende welcher das Fleisch  
vergiftete.
- Sie müssen wissen wer die Reisenden sind! . . . Warum muß ich das wissen?
- Wissen Sie wo sie sind? . . . . . Nein, ich weiß es nicht.
- Wer ging fort? . . . . . Einer von den drei Reisenden.
- Wer brachte die Speisen? . . . . . Der Reisende, welcher fortging.
- Wer vergiftete sie? . . . . . Der Reisende, welcher sie brachte.
- Wer aß sie? . . . . . Wir wissen es nicht.
- Wer sagte: wir haben Hunger? . . . . . Die drei Reisenden welche den Schatz  
fanden.
- Wer sagte: daß er die Speisen vergiften  
muß? . . . . . Der Reisende welcher brachte, was zu ei-  
ner Mahlzeit gehört.
- Wer führte ein Vorhaben aus? . . . . . Der Reisende welcher das Fleisch vergif-  
tete.
- Wer fand einen Schatz? . . . . . Die drei Reisenden welche sagten: wir  
haben Hunger.
- Wer, sagte der Reisende, welcher die Spei-  
sen brachte, muß sterben? . . . . . Er sagte seine zwei Gefährten müssen  
sterben.
- Was war vergiftet? . . . . . Das Fleisch welches einer der Reisenden  
zu seinen zwei Gefährten brachte.
- Was war von den Reisenden gekauft? . . . . . Das, was zu einer Mahlzeit gehört.
- Was war von den Reisenden gefunden? . . . . . Ein Schatz.
- Was war von dem Reisenden ausgeführt? . . . . . Ein Vorhaben.
- Was war von dem Reisenden gebracht, wel-  
cher fortging? . . . . . Was zu einer Mahlzeit gehört.

\* Bear in mind, that *Wer* is equal to the English interrogative *who*?

† Here *von* is equivalent to the English preposition *by*.



Was war von den drei Reisenden gesagt? Sie sagten: da wir Hunger haben, muß einer von uns gehen, um Essen zu kaufen.

Was war von dem Reisenden gesagt, welcher die Speisen brachte? . . . Er sagte: ich muß das Fleisch vergiften, damit meine Gefährten sterben, wenn sie davon essen.

## GRAMMAR.

### THE PERSONAL PRONOUNS.

There are in all languages a series of little words employed chiefly to avoid the too frequent repetition of the subject of discourse: for example, in speaking of the three travellers, instead of saying "the three travellers did so and so," we may say "*they* did so and so;" the word *they* in such a case being the officiating representative of the three travellers. Words made use of in this way are styled by grammarians, Pronouns.

The pronouns, properly so called, are not declined like the words they represent, but have a set of forms for each case, differing in some instances very widely from each other; so that the various forms of a pronoun may be either considered as so many case variations of the same word, or as so many totally distinct words without any modification of form.

Besides this peculiarity attendant on the pronouns, they are classed by grammarians in a particular manner: those that represent a party speaking, are said to be in the **FIRST PERSON**; those that represent a party spoken to, are said to be in the **SECOND PERSON**; and those that represent a party spoken of, are said to be in the **THIRD PERSON**. Thus, the pronouns are classed in three distinct series, as follows:

#### FIRST PERSON.

<i>Singular.</i>				<i>Plural.</i>			
Nom.	ich . . .	I		Nom.	wir . . .	we	
Gen.	mein, meiner	mine		Gen.	unser . . .	ours	
Dat.	mir . . .	to me		Dat.	uns . . .	to us	
Acc.	miß . . .	me.		Acc.	uns . . .	us.	

#### SECOND PERSON.

<i>Singular.</i>				<i>Plural.</i>			
Nom.	du . . .	thou		Nom.	ihr . . .	you	
Gen.	dein, deiner	thine		Gen.	euer . . .	yours	
Dat.	dir . . .	to thee		Dat.	euch . . .	to you	
Acc.	diß . . .	thee		Acc.	euch . . .	you	

## THIRD PERSON.

*Singular.*

Nom. er, sie, es	.	.	.	he, she, it
Gen. sein, seiner, ihr, ihrer	.	.	.	his, its, hers
Dat. ihm, ihr	.	.	.	to him, to it, to her
Acc. ihn, sie, es	.	.	.	him, her, it.

*Plural.*

Nom. sie	.	.	.	they
Gen. ihr, ihrer	.	.	.	theirs
Dat. ihnen	.	.	.	to them
Acc. sie	.	.	.	them.

We have stated, Construction, § X., that in the language of courtesy, the pronoun *sie* is made use of instead of *ihr, you*; and that the dative *ihnen, to them*, is made use of instead of *euch, to you*. These words when employed in this way being always written with capital letters.

## CONSTRUCTION.

## XI.

Einer von uns muß gehen.	One of us must go.
Um Essen zu kaufen.	To buy food.
Ich muß das Fleisch vergiften.	I must poison the meat.

In the above sentences, the verbs, *gehen, kaufen, and vergiften*, are all in the infinitive mood; so called because this form of the verb has no distinct meaning in respect of time; it is the verb employed in its most extended signification, and in its most general sense. The infinitive is employed after a preposition, as in the sentence, *etwas zu essen, something to eat*; or after another verb, as in the sentence *ich muß gehen, I must go*. The infinitive in German is placed after the subject, instead of before it as in English. The English say, "I must go to Vienna;" the Germans say, "I must to Vienna go," *Ich muß nach Wien gehen*; again, the English say, "We must buy food;" the Germans say, "We must food buy," *Wir müssen Essen kaufen*. The chief peculiarity to be observed with regard to the infinitive, is that in German this form of the verb always terminates in *en*. We shall give here the infinitives of the verbs that have occurred in the text, so that the learner may the better observe this characteristic.

Forms in the Text.		Infinitives.	
fanden	found	Finden	to find
brachte	brought	Bringen	to bring
gehört	belongs	Gehören	to belong
haben	have	Haben	to have

sterben	<i>may die</i>	Sterben	<i>to die</i>
essen	<i>may eat</i>	Essen	<i>to eat</i>
behalte	<i>may keep</i>	Behalten	<i>to keep</i>
föhrte auß	<i>carried out</i>	Ausföhren	<i>to carry out.</i>

Aided by these observations, the learner will be able to employ the infinitives as well as the other forms of the verb. We shall introduce some sentences under the head Composition to be rendered into German, in which one or other of these infinitives will have to be employed.

## XII.

Da wir Hunger haben.	As we are hungry.
Ich muß das Fleisch vergiften, daß mit meine Gefährten sterben.	I must poison the meat so that my companions may die.
Wenn sie davon essen.	When they eat it.

The word *da*, in the first of these sentences, is equivalent to the English conjunction *as*; but *da* does not always signify *as*. We think it necessary to notice this, because the learner, if he happened to meet with the word when it had another meaning, might be puzzled with the sentence in which it was made use of. The word *da*, besides being equivalent to the English conjunction *as*, is also equivalent to the adverb *there*, and is perhaps oftener employed in the latter than in the former capacity. The following are some examples of *da*, in the sense of *there*.

Sind Sie da?	Are you <i>there</i> ?
Ich war da.	I was <i>there</i> .
Da war er.	<i>There</i> he was.

The word *damit*, in the second of the sentences we have quoted above, consists of the adverb *da* in conjunction with the preposition *mit* *with*, the word *da* signifying literally *therewith*; and the word *davon*, of the third sentence, consists likewise of the adverb *da*, *there*, in conjunction with the preposition *von*, *of* or *from*, *davon* being literally *thereof* or *therefrom*. The word *da*, is itself derived from an older form *dar*, whence the English have obtained the word *there*.

## XIII.

Wenn sie davon essen.	When they eat of it.
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We have shown, in the preceding section, that the word *davon* corresponds exactly with the English adverb *thereof*; this adverb, however, has almost taken its departure from the English language; it is occasionally made use of by the Chancellor of the Exchequer, and now and then appears in the pages of the Evangelical Magazine; but as a household word, it has fallen into total desuetude. The place of this fine old English word is now filled by such locutions as *of it*, *about it*, *out of it*, *in it*, *on it*, *some of it*, *any of it*, and so on; not so in German, the word *davon*, continues to maintain its sway in the language, and exercise its primitive functions. These functions necessarily embracing all the English expressions that have usurped the occupations of *thereof*: the word *davon* occurs very frequently, and will have very often to be made use

of in speaking or writing German. We shall give here some examples of the cases in which *davon*, is made use of in German, so that the learner may form an accurate conception of its value in the language.

Was sagen sie davon? . . . . .	What do they say <i>about it</i> ?
Er kann nicht davon kommen. . . . .	He cannot get <i>out of it</i> .
Er kam glücklich davon. . . . .	He came happily <i>out of it</i> .
Was denken Sie davon? . . . . .	What do you think <i>of it</i> ?
Ich weiß kein Wort davon. . . . .	I know not a word <i>about it</i> .
Wo sind die Speisen? . . . . .	Where are the viands?
Wir haben davon. . . . .	We have <i>some of them</i> .
Wollen Sie davon? . . . . .	Will you have <i>any of them</i> .
Ja, gib mir davon. . . . .	Yes, give me <i>some</i> .
Haben Sie davon? . . . . .	Have you <i>any</i> ?

It will be seen from the last two sentences, that *davon* is equivalent to the English words, *some* and *any*; this happens only however when the words *some* or *any* refer to something already named, and consequently are used as an abbreviation of the expressions, *some of them*, *some of it*. When *some* or *any* is followed by a noun, it is rendered in German by *etwas*, as in the following examples:

Haben Sie etwas Wein? . . . . .	Have you <i>any</i> wine?
Gib mir etwas Wein. . . . .	Give me <i>some</i> wine.

The word *etwas*, is also used in cases where the word *something* would be employed in English; as:

Gib mir etwas zu essen . . . . .	Give me <i>something</i> to eat.
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Under the head COMPOSITION, we shall introduce some phrases to exercise the learner in distinguishing between *etwas* and *davon*, the equivalent of the English word *some*.

#### XIV.

Er führte sein Vorhaben aus . . . . . He carried out his design.

The English language has derived from the German the practice of modifying or extending the meaning of the verbs by the addition of a particle; thus in English the verb *carry* varies in meaning according as it is associated with one or other of the words, *in*, *out*, *up*, *down*, *round*, *away*, and so forth; but although the English language has adopted this faculty, it has not at the same time retained all its attributes. In English, the particle is never attached to the verb, and written with it as one word; and it is very much a matter of indifference where the particle is placed in the sentence; it may either be written immediately after the verb, as in the sentence "He carried *out* his intention," or it may be placed at the end, as in the phrase "He carried his intention *out*." In German, on the contrary, when the verb is in the infinitive mood, the particle must be written with it, as one word; thus,

Ich muß mein Vorhaben ausführen . . . . .	I must carry my intention out.
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Again, when the particle is separable, it is always placed after the subject;

it cannot be moved about at will, as in English, but must be placed at the end of the sentence; thus,

Ich führe mein Verhaben aus . . . I carry out my intention.

Ich führte mein Verhaben aus . . . I carried my intention out

We shall have occasion to say something more of these compound verbs by and by; in the mean time the learner will have to bear in mind the circumstances we have noticed.

## XV.

Einer von uns muß gehen, um Essen zu kaufen. One of us must go to buy food.

Wenn sie davon essen.

When they eat of it.

In the first of these phrases, the word *essen* is a noun equivalent to the English substantive, food; in the second, *essen*, is a verb. It will be observed, that in the first phrase *essen* is written with a capital letter, and that in the second this is not the case. The reason of this is, that in German all nouns or words used as nouns are written with a capital letter, and if the learner looks over the words of the text, he will find this in every instance to be the case. About half a century ago, it was also the practice to write the nouns in English with a capital; but this is one of the Saxon customs that have yielded to the march of innovation, a proof by the way of the fluctuating nature of the English language. This practice has existed in German for 1200 years, and is now as much a matter of rigour as ever. The learner must therefore take care in writing German, to begin all the nouns with a capital letter.

## PRONUNCIATION.

## COMBINED CONSONANTS.

Before speaking of the pronunciation of the consonants individually, we think it necessary to point out their pronunciation collectively — that is, when two or three of them occur together. It would be of no use, for example, to tell a foreigner that *t* is pronounced in English in such and such a manner, and that *h* is pronounced so and so; without also telling him that *t* and *h* when together, have a sound totally different from that possessed by either of these letters when enunciated separately. When the learner acquires the habit of pronouncing the assembled consonants correctly, he will not experience much difficulty with the others. The consonants in German are much more disposed to assemble together in groups than they are in English; and, consequently, they demand under such circumstances a greater degree of attention on the part of the learner. Generally speaking, the consonants, whether single or double, are pronounced very much like their equivalents in English, but this is of course not always the case. The following are the groups of consonants that are not pronounced precisely alike in both languages, together with the manner they must be enunciated in German.

**Ch**, pronounced with the guttural sound described under the head  
Pronunciation in the first Lesson.

Ch, pronounced like *sh*, in the English words, *shop, shut, sheep*.  
 Chs,        "        "   *x*, in the English words, *axe, ox, ex*.  
 Th,         "         "   *t*, but rather harder.

There is no difficulty about the pronunciation of any of these combinations except the first, and that we have described at length in the First Lesson; but, unless the learner pays strict attention, these consonants will be a prolific source of blunder. To avoid this, it must be borne in mind that, though *ch* has the guttural sound already pointed out, this sound is lost the moment *ch* comes in contact with an *s*, whether this *s* comes before or is placed after. The next point to be borne in mind is, that *sch* is equivalent to *sh* in *shoe*, and consequently is never pronounced like *sch* in the word *school*. Lastly, it should be firmly impressed on the mind, that *th* is never pronounced like *th* in the English word *think*. No such sound as *th* in the word we have named, exists in German; not that a German has any difficulty in pronouncing the English *th* correctly, when he is told how to do so. It is true, that we have heard Germans who have resided ten years in England, pronounce the English word *them*, as if written *dem*, and *thirty* as if written *dirty*. Five minutes instruction, nevertheless, would enable any German of common intelligence, to pronounce the English sound of *th* as correctly as the Lord High Chancellor; but either from superciliousness, or an obesity of disposition, they prefer being laughed at, to devoting the attention necessary to purify their pronunciation. Let not the English student of German place himself in the position of these Germans in London. After what we have said, we shall deem it unpardonable in any of our pupils, to pronounce *th* like these letters in the English word *think*, or *ch* like these letters in *cheese*, or to commit any other barbarism in the pronunciation of the groups of consonants, that we have made the subject of our present observations.

### COMPOSITION.

The words now known, conjoined with the principles of construction explained, will enable the learner to translate the following English sentences correctly into German.

How are you?  
 Where are you?  
 Are you there?  
 There you are.  
 Where are they?  
 They are there.  
 Who are they?  
 That was good.  
 Was that good?  
 Where was that?  
 When was that?  
 What was that!  
 There it was.

Where are the viands?  
 What eatables are these?  
 Whose viands are those?  
 Do you know that?  
 Do I know what?  
 Do you know what he said?  
 I must know what he said.  
 Do you know what I said?  
 What did I say to him?  
 No, but I know what you said to him.  
 How do you know that?  
 What did you say to him?

What did you say to her ?  
 What did you say to them ?  
 What did you say to me ?  
 What did he say to you ?  
 What did he say of it ?  
 What did he say of me ?  
 What did he say of them ?  
 What did he say of her ?  
 What did you say ?  
 I do not know what you said.  
 Do you know what that was ?  
 Do you know where the travellers  
 are ?  
 No, I do not.  
 Where are my companions ?  
 My companions are poisoned.  
 Who poisoned my companions ?  
 Why did you poison my com-  
 panions ?  
 Your companions poisoned them-  
 selves.  
 Who carried out an intention ?  
 Why did he carry his intention  
 out ?  
 I must carry out my intention.  
 Carry your intention out.  
 I carried my intention out.  
 The three travellers keep the trea-  
 sure.  
 Why do they keep the treasure ?  
 Where do they keep the treasure ?  
 I must keep the treasure to my-  
 self.  
 He must not keep the treasure to  
 himself.  
 Who must keep the treasure ?

Bring me something to eat.  
 Bring me some meat.  
 What sort of meat have you ?  
 What sort of meat is that ?  
 Have you any thing to eat ?  
 What have you to eat ?  
 We have good meat.  
 Bring me some.  
 We are hungry, and have nothing  
 to eat, said the three travellers.  
 What a repast for my companions !  
 said the traveller to himself,  
 when he brought the poisoned  
 meat.  
 Are you hungry ? said one of the  
 two travellers, when the poi-  
 soned meat was brought ?  
 We are not hungry, said the two  
 travellers, when their companion  
 brought the poisoned meat.  
 What a repast ! said the two tra-  
 vellers, when they ate their  
 companion.  
 What are these ? said the two tra-  
 vellers, when their companion  
 brought the poisoned eatables.  
 What an excellent companion we  
 have ! said the two travellers,  
 when he brought the viands.  
 My companions are hungry, said  
 the traveller, as he poisoned the  
 meat.  
 The treasure is mine ! said the  
 traveller to himself, when his  
 companions ate the poisoned  
 food.

A translation of these phrases will be given in the next Lesson

# THE GERMAN LANGUAGE.

## LESSON FOURTH.

### READING.

#### REPETITION.

Wie sind Sie? Wo sind Sie? Sind Sie da? Da sind Sie. Wo sind Sie. Sie sind da. Wer sind sie? Das war gut. War dieß gut? Wo war dieß? Wann war dieß? Was war dieß? Da war es. Wo sind die Speisen? Was für Speisen sind diese? Wessen Speisen sind diese? Wissen Sie diese? Weiß ich was? Wissen Sie was er sagte? Ich muß wissen, was er sagte. Was sagte ich ihm? Wissen Sie, was ich sagte? Nein! aber ich weiß was Sie zu ihm sagten. Wie wissen Sie diese? Was sagten Sie zu ihm? Was sagten Sie zu ihr? Was sagten Sie zu ihnen? Was sagten Sie zu mir? Was sagte er zu Ihnen? Was sagte er davon? Was sagte er von mir? Was sagte er von ihnen? Was sagte er von ihr? Was sagten Sie? Ich weiß nicht was Sie sagten. Wissen Sie, was dieß war? Wissen Sie, wo die Reisenden sind? Nein, ich weiß es nicht. Wo sind meine Gefährten? Meine Gefährten sind vergiftet. Wer vergiftete meine Gefährten? Warum vergifteten Sie meine Gefährten? Ihre Gefährten vergifteten sich selbst. Wer führte ein Verhaben aus? Warum führte er sein Verhaben aus? Ich muß mein Verhaben ausführen. Führe dein Verhaben aus. Ich führte mein Verhaben aus. Die drei Reisenden behalten den Schatz. Warum behalten sie den Schatz? Wo behalten Sie den Schatz? Ich muß den Schatz für mich selbst behalten. Er muß nicht den Schatz für sich selbst behalten. Wer muß den Schatz behalten. Bring mir etwas zu essen. Bring mir etwas Fleisch. Was für Fleisch haben Sie? Was für Fleisch ist dieß? Haben Sie etwas zu essen? Was haben Sie zu essen? Wir haben gutes Fleisch. Bring mir etwas davon. Wir haben Hunger, und haben nichts zu essen, sagten die drei Reisenden. Was für eine Mahlzeit für meine Gefährten? sagte der Reisende zu sich selbst, als er das vergiftete Fleisch brachte. Haben Sie Hunger? sagte einer der zwei Reisenden als das vergiftete Fleisch gebracht wurde. Wir haben keinen Hunger, sagten die zwei Reisenden als ihr Gefährte das vergiftete Fleisch brachte. Was für eine Mahlzeit! sagten die zwei Reisenden als sie ihren Gefährten aßen. Was sind diese? sagten die zwei Reisenden als ihr Gefährte die Speisen brachte. Was für einen guten Gefährten wir haben! sagten die zwei Reisenden als er die Speisen brachte. Meine Gefährten haben Hunger, sagte der Reisende als er das Fleisch vergiftete. Der Schatz gehört mir, sagte der Reisende zu sich selbst, als seine Gefährten das vergiftete Fleisch aßen.

#### TEXT.

Die beiden andern, welche, während seiner Abwesenheit einen gleichen Anschlag wider ihn gefaßt hatten, ermerdeten ihn bei seiner Zurückkunft, und blieben also Meister von dem Schatze. Nachdem sie ihn umgebracht hatten, verzehrten sie die vergifteten Speisen, und starben auch alle beide.



The following is a repetition of the above, with the pronunciation placed under each German word :

Die beiden andern, welche, während seiner Abwesenheit  
 Dee bi'-den an'-dern, wel'-xe wai'-rend si'-ner ab-wai'-sen-hi'-et  
 einen gleichen Anschlag wider ihn gefaßt hatten, ermordeten  
 i-nen gli'-xen an'-shlag wee-der een gai'-fast hat'-ten, er-mor-de-ten  
 ihn bei seiner Zurückkunft, und blieben also Meister von  
 een bi si'-ner tsoo-ruk'-koonft, oont blee-ben alt-so mi'-ster fon  
 dem Schatze. Nachdem sie ihn umgebracht hatten, verzehrten  
 dem Shat'-zy. Naχ'dem see een oom-gai'-braχt hat'-ten, fert-zair'-ten  
 sie die vergifteten Speisen, und starben auch alle beide.  
 see dee feer-geef-te-ten spi'-sen oont star'-ben a-owχ al-ly bi'-dy.

In reading the above, the learner must bear in mind what we have said of the three characteristic sounds. He must also take care not to confound the sound we have written thus, *i*, with the sound of *i* in the English word *sin*. The mark in question is employed to represent the sound of the German diphthong *ei*, which we have already said is pronounced like the letter *i* in the English word *idea*.

### TRANSLATION.

Die beiden andern, welche, während seiner Abwesenheit  
 The two others, who during his absence  
 einen gleichen Anschlag wider ihn gefaßt hatten, ermordeten  
 a similar project against him conceived had, assassinated  
 ihn bei seiner Zurückkunft, und blieben also Meister von  
 him on his return, and remained thus Masters of  
 dem Schatze. Nachdem sie ihn umgebracht hatten, verzehrten  
 the treasure. After that they him killed had, ate up  
 sie die vergifteten Speisen und starben auch alle beide.  
 they the poisoned food, and died also all two.

### GRAMMAR.

#### THE POSSESSIVE PRONOUNS.

The possessive pronouns are the little words employed in pointing out to whom an object belongs, as in the case of the word *my* in the sentence *that is my book*. These words, in German, must, like other adjectives, agree in number, gender, and case, with the object possessed; for example the word *her* in the sentence *that is her book*, must be of the same number, gender, and case, as the noun *book*. The possessives are declined according to the model we have given for declining the adjectives; but as these words are much employed, we shall decline them here in full, so as to facilitate the learner in making use of them.

## Mein, my,

SINGULAR.		PLURAL.	
Masculine.	Neuter.	Feminine.	
Nom. mein,	mein,	meine,	meine.
Gen. meines,	meines,	meiner,	meiner.
Dat. meinem,	meinem,	meiner,	meinen.
Acc. meinen,	mein,	meine,	meine.

## Dein, thy.

SINGULAR.		PLURAL.	
Masculine.	Neuter.	Feminine.	
Nom. dein,	dein,	deine,	deine.
Gen. deines,	deines,	deiner,	deine.
Dat. deinem,	deinem,	deiner,	deinen.
Acc. deinen,	dein,	deine,	deine

## Sein, his, its.

SINGULAR.		PLURAL.	
Masculine.	Neuter.	Feminine.	
Nom. sein,	sein,	seine.	seine.
Gen. seines,	seines,	seiner,	seiner.
Dat. seinem,	seinem,	seiner,	seinen.
Acc. seinen,	sein,	seine,	seine.

## Ihr, her.

SINGULAR.		PLURAL.	
Masculine.	Neuter.	Feminine.	
Nom. ihr,	ihr,	ihre,	ihre.
Gen. ihres,	ihres,	ihrer,	ihrer.
Gen. ihrem,	ihrem,	ihrer,	ihren
Acc. ihren,	ihr,	ihre,	ihre.

## Ihr, their.

SINGULAR.		PLURAL.	
Masculine.	Neuter.	Feminine.	
Nom. ihr,	ihr,	ihre,	ihre.
Gen. ihres,	ihres,	ihrer,	ihrer.
Dat. ihrem,	ihrem,	ihrer,	ihren.
Acc. ihren,	ihr,	ihre,	ihre.

## Euer, your.

SINGULAR.		PLURAL.	
Masculine.	Neuter.	Feminine.	
Nom. euer,	euer,	eure,	eure.
Gen. eueres,	eueres,	eurer	eurer.

Dat. euerem,	euerem,	euerer,	eueren.
Acc. eueren,	euer,	euerer,	euerer.

Unser, our.

SINGULAR.

PLURAL.

Masculine.	Neuter.	Feminine.	
Nom. unser,	unser,	unsere,	unsere.
Gen. unsers,	unsers,	unserer,	unserer.
Dat. unserem,	unserem,	unserer,	unseren.
Acc. unsern,	unser,	unsere,	unsere.

The learner should now examine the possessive pronouns in the text of the lessons. With the aid of the foregoing table, he will be able to discover the number, gender, and case, of every possessive made use of. He should consider why one particular case or gender has been employed and not another. Suppose he examine the possessive *seiner*, in the phrase: Während seiner Abwesenheit; on consulting the table, he will find *seiner* to be feminine and in the genitive case. If he inquires, why? he will find *seiner* to be feminine, because the noun *Abwesenheit* is of that gender; and in the genitive case; because the preposition *während* requires a genitive case after it.

This kind of inquiry, by exercising the ingenuity in the discovery of reasons for verbal dissonances, will do more for the learner in comprehending the grammatical minutiae of the language, than a whole chapter of explanation.

## CONVERSATION.

In the following, as in the preceding colloquial exercise, we shall make use of some new forms of the verbs; for example of *verzehren*, we shall introduce the participle *verzehrt*, *consumed*, and the third person singular *er verzehrt*, *he consumed*, as also the infinitive *verzehren*, *to eat up*, *to consume*. Of *gefaßt*, we shall make use of the third person singular *er faßt*, *he conceived*, and the infinitive *fassen*, *to conceive*. These new verbs can cause the learner little difficulty, if he bear in mind the meaning and pronunciation of the forms in the text. In addition to the words that have already appeared, the learner will have to make himself familiar with

Wurde	.	.	.	.	was, pronounced	<i>woor-dy</i> .
Waren	.	.	.	.	were,	„ <i>wa-ren</i> .
Kam	.	.	.	.	came,	„ <i>am</i> .
Keiner	.	.	.	.	none,	„ <i>ki-ner</i> .

Was führten die beiden andern aus?

Einen Anschlag wider ihren Gefährten.

Wann faßten sie diesen Anschlag?

Während seiner Abwesenheit.

Was für einen Anschlag faßten sie?

Einen Anschlag gleich dem von ihrem Gefährten.

Was für einen Anschlag hatte ihr Gefährte  
gefaßt?Er faßte den Anschlag, seine Gefährten zu  
ermorden.

- Warum faßte er diesen Anschlag?
- Damit er den Schatz für sich selbst behalten möchte.
- Führte er diesen Anschlag aus?
- Ja, er führte ihn aus.
- Wie führte er ihn aus? . . . . .
- Er vergiftete die Speisen welche er seinen Gefährten zum Essen brachte.
- Führten die beiden andern ihren Anschlag aus?
- Ja, sie führten ihn aus.
- Wann führten sie ihren Anschlag aus?
- Bei der Zurückkunft von ihrem Gefährten.
- Wie führten sie ihn aus?
- Sie ermordeten ihren Gefährten.
- Warum ermordeten sie ihren Gefährten?
- Damit sie den Schatz für sich selbst allein behalten möchten.
- Hatten sie den Schatz für sich selbst allein?
- Ja, nachdem sie ihren Gefährten ermordet hatten, blieben sie Meister von dem Schätze.
- Wer blieb Meister des Schatzes?
- Die beiden andern.
- Wer ermordete einen der drei Reisenden?
- Die beiden andern.
- Wissen sie ihn?
- Ich weiß es nicht.
- Was für einen Anschlag faßten die beiden andern während der Abwesenheit von ihrem Gefährten?
- Sie faßten den Anschlag ihn zu ermorden.
- Was sagten die beiden andern, während der Abwesenheit ihres Gefährten?
- Ich weiß es nicht.
- Wo waren die Reisenden während der Abwesenheit ihres Gefährten?
- Auf dem Wege.
- Fanden sie den Schatz während der Abwesenheit ihres Gefährten?
- Nein, ihr Gefährte war mit ihnen, als sie den Schatz fanden.
- Was fanden sie, während der Abwesenheit ihres Gefährten?
- Ich weiß es nicht.
- Wer vergiftete die Speisen?
- Einer von den Reisenden.
- Warum vergiftete einer der Reisenden die Speisen?
- Damit seine Gefährten sterben möchten, wenn sie davon aßen.
- Wann vergiftete er die Speisen?
- Unterwegs.
- Aß der Reisende, welcher die Speisen vergiftete selbst davon?
- Nein, er aß nichts davon.
- Wer verzehrte die vergifteten Speisen?
- Die beiden andern.
- Warum verzehrten sie die vergifteten Speisen?
- Weil sie Hunger hatten.
- Wo verzehrten sie die vergifteten Speisen?
- Auf dem Wege.
- Wann verzehrten Sie die vergifteten Speisen?
- Bei der Zurückkunft ihres Gefährten.
- Wann kam ihr Gefährte zurück?
- Nachdem er die Speisen gekauft und vergiftet hatte.
- Nachdem die beiden andern einen Anschlag gefaßt hatten, führten sie ihn aus?
- Ja, sie führten ihn aus.
- Ermordeten die beiden andern den Reisenden nach seiner Zurückkunft?
- Ja, sie ermordeten ihn.
- Nachdem die beiden andern ihren Gefährten ermordet hatten, aßen sie ihn?
- Nein, sie aßen ihn nicht.
- Nach der Zurückkunft des Reisenden, hatten die beiden andern etwas zu essen?
- Ja, sie hatten die vergifteten Speisen.
- Nachdem sie ihren Gefährten ermordet hatten, blieben sie Meister von dem Schätze?
- Ja, sie blieben Meister von dem Schätze.

- Nach der Zurückkunft des Reisenden, verzehrten die beiden andern die vergifteten Speisen ? Ja, sie verzehrten sie.
- Nachdem sie die vergifteten Speisen verzehrt hatten, starben sie ? Ja, sie starben, nachdem sie das vergiftete Fleisch verzehrt hatten.
- Nachdem die drei Reisenden gestorben waren, wer blieb Meister von dem Schatz ? Wir wissen es nicht.
- Bei der Zurückkunft der Reisenden, wer hatte den Schatz ? Die beiden andern hatten ihn.
- Bei der Zurückkunft des Reisenden, was für einen Anschlag führten seine Gefährten aus ? Den, ihn zu ermorden.
- Bei der Zurückkunft des Reisenden : wer aß das vergiftete Fleisch ? Die beiden andern.
- Bei der Zurückkunft des Reisenden, wer wurde ermordet ? Der Reisende selbst.
- Was wurde bei der Zurückkunft des Reisenden verzehrt ? Die vergifteten Speisen.
- Was wurde bei der Zurückkunft des Reisenden gesagt ? Ich weiß es nicht.
- Nachdem der Reisende das Fleisch vergiftet hatte, aß er etwas davon ? Nein, er aß nichts davon.
- Wann hatten sie etwas zu essen ? Bei der Zurückkunft ihres Gefährten.
- Hatten die Reisenden während der Abwesenheit ihres Gefährten etwas zu essen ? Nein, sie hatten nichts.
- Was hatten die Reisenden, bei der Zurückkunft ihres Gefährten zu essen ? Sie hatten die vergifteten Speisen.
- Hatten sie diese Speisen gegessen wann sie starben ? Ja, sie hatten alle verzehrt.
- Hatten sie ihren Gefährten ermordet, als sie den Schatz fanden ? Nein, sie hatten ihn nicht ermordet.
- Was wurde gefunden ? . . . . . Ein Schatz.
- Was wurde verzehrt ? . . . . . Die Speisen.
- Was wurde vergiftet ? . . . . . Das Fleisch.
- Was wurde gesagt ? . . . . . Die drei Reisenden sagten, wir haben Hunger.
- Was wurde gebracht ? . . . . . Was zu einer Mahlzeit gehört.
- Was wurde ausgeführt ? . . . . . Ein Vorhaben.
- Was wurde gesagt ? . . . . . Ein Anschlag.
- Wer faßte einen Anschlag ? . . . . . Der Reisende, welcher fertigging.
- Wer wurde ermordet ? . . . . . Der Reisende, welcher die Speisen vergiftete.
- Wer sagte, wir haben Hunger ? . . . . . Die drei Reisenden.
- Wer verzehrte die vergifteten Speisen ? Die Reisenden, welche ihren Gefährten ermordeten.
- Wer fand einen Schatz ? . . . . . Die drei Reisenden.
- Wer blieb Meister von dem Schatz ? Keiner von ihnen, da die zwei Reisenden ihren Gefährten ermordeten und dieser die Speisen vergiftet hatte.
- Wo waren die zwei Reisenden, während der Abwesenheit ihres Gefährten ? Wo sie den Schatz fanden.
- Wo war der Schatz, wann die Reisenden ihn fanden ? Auf dem Wege.
- Wo war der Weg ? . . . . . Wir wissen es nicht.

Wann wurde einer von den Reisenden er-	Bei seiner Zurückkunft.
mordet?	
Wann aßen die beiden andern das Fleisch?	Nachdem sie ihren Gefährten ermordet hatten.
Wann faßten sie den Anschlag ihren Gefähr-	Während seiner Abwesenheit.
ten zu ermorden?	
Wann führten sie diesen Anschlag aus?	Bei der Zurückkunft ihres Gefährten.
Wann starben die drei Reisenden?	Der eine bei seiner Zurückkunft die bei-
	den andern als sie die vergifteten
	Speisen gegessen hatten.
Sind die Reisenden alle gestorben?	Ja, sie sind alle gestorben.
Wie starben sie? . . . . .	Einer wurde ermordet, die beiden andern wurden vergiftet.

## CONSTRUCTION.

## XVI.

Reisende . . . .	travellers.
Schatz . . . .	treasure.
Weg . . . .	road.
Hunger . . . .	hunger.
Essen . . . .	food.
Absicht . . . .	intention.
Mahlzeit . . . .	meal.
Fleisch . . . .	meat.
Gefährten . . . .	companions.
Vorhaben . . . .	design.
Speisen . . . .	viands.
Abwesenheit . . . .	absence.
Anschlag . . . .	project.
Zurückkunft . . . .	return.
Meister . . . .	master.

The foregoing is a list of all the nouns that have occurred in the text of our lessons, fifteen in all. The learner is aware that each of these nouns has nominally or really eight different forms, four to indicate the relations signified by the term case in the singular, and four to indicate them in the plural; the learner is also aware that in writing any one of these nouns, he must not regard the form given in the text, but first consider the case it involves, and then find the form of this case by means of the rules given under the head Construction, § I. In order to decline a noun by the rules we have given, the learner has to find in his dictionary its nominative singular, nominative plural, and gender. It has occurred to us that it may be as well to give these, in order that the learner may not have to refer to his dictionary in every instance for the necessary information, as also to redeem the promise we made (§ I.) of pointing out such nouns as are not declined in accordance with our rules.

The first word on the list, namely, *Reisende*, we have already told the learner (§ VII.), is in reality an adjective, and is declined in every respect like one;

so that he has only to substitute the root *Reisend* for the root *gut*, in the model we have given (§ II.) for declining the adjectives, in order to have it in all its forms. Of the other fourteen, we have already declined (Lesson I.) in full, *Essen*, *Abſicht*, and *Schlag*; so that we have only to give the nominatives and gender of eleven; these are as follow:

der Weg,	masculine,	die Wege.
die Mahlzeit,	feminine,	die Mahlzeiten.
der Gefährte,	masculine,	die Gefährten.
das Vorhaben,	neuter,	die Vorhaben.
die Speise,	feminine,	die Speisen.
der Anschlag,	masculine,	die Anschläge.
der Meister,	masculine,	die Meister.
das Fleisch,	neuter,	} not used in the plural.
der Hunger,	masculine,	
die Zukunft,	feminine,	
die Abwesenheit,	feminine,	

The last four nouns having no plural, our rules do not provide for their declension; it is usual however to insert in the dictionaries a suppositious plural, to serve as a key to decline the singular. If the learner refers to the rules we have given for declining the substantives, he will find stated in rule III. that all the cases of feminine nouns are the same as the nominative; it follows from this, that when a feminine noun has no plural, it undergoes no change whatever, and consequently that the words *Zukunft*, *return*, and *Abwesenheit*, *absence*, are always written precisely as they appear in the text. There are only two nouns out of the fourteen of which our rules do not provide for the declension, the gender and nominative plural being known; these are declined as follows:

Nom. Fleisch.	Nom. Hunger.
Gen. Fleisches.	Gen. Hungers.
Dat. Fleische.	Dat. Hunger.
Acc. Fleisch.	Acc. Hunger.

The learner now will be able to decline all the nouns in the text. By referring to the table given under the head Grammar (Lesson I.), he will be able to find out their case; and the same table conjointly with that given under the head Grammar (Lesson II.), will enable him to discover the reason why a noun is in a particular case.

## XVII.

Die beiden andern, welche während seiner Abwesenheit einen gleichen Anschlag wider ihn gefaßt hatten. Nachdem sie ihn umgebracht hatten.

The two others, who had during his absence conceived a similar project. After that they had killed him.

We stated section VIII. that under ordinary circumstances, the words in German were arranged in the same order as in English. In § XI. we pointed out an exception to this rule. In speaking of the sentence, *Ich muß das Fleisch vergiften*, we stated that when two verbs occurred in a sentence, the second was placed after the subject, as in the case of the sentence in question, where the subject, *das Fleisch*, precedes the verb *vergiften*. Again, in § VIII. in speak-



ing of the sentence, Da wir Hunger haben, muß einer von uns gehen, we stated that certain words had the property of sending the verb to the end of a sentence. In the phrase before us, the relative *da*, sends the verb *haben*, after the noun *Hunger*; so that instead of the English order "as we have hunger," the German construction is, "as we hunger have." We stated at the same time, that when an inversion of this kind takes place in the first member of a sentence, the verb and the pronoun change places in the second; consequently, the verb muß, in the sentence under consideration, comes before the nominative *einer von uns*. We have thus in §§ VIII. and XI. exhibited three circumstances under which words are not placed in German as they are in English. The two sentences we have quoted at the head of this article from the text of our present lesson, illustrate another peculiarity of this kind, that requires some attention on the part of the learner, and of which we shall speak in the next lesson.

## PRONUNCIATION.

### VOWELS.

There are in German, as in English, the five vowels *a, e, i, o, and u*. They are pronounced in German as follows:

<i>a</i>	like	<i>a</i>	in	<i>part</i> .
<i>e</i>	"	<i>a</i>	"	<i>made</i> .
<i>i</i>	"	<i>ee</i>	"	<i>seen</i> .
<i>o</i>	"	<i>o</i>	"	<i>so</i> .
<i>u</i>	"	<i>o</i>	"	<i>do</i> .

Where any one of these vowels stands alone; that is, when they do not enter into the composition of one or other of the diphthongs, they are always pronounced in the manner pointed out in the above table. We have said that the letter *e* has the sound of *a* in the English word *made*; it follows from this, that the word *Peter* is pronounced in German as if it were written *Paiter*, which is the case. We may remark, however, that the Germans frequently give the letter *e* the sound of that letter in the English word *best*. In a great many words this would be the most correct pronunciation of the letter. The word *der*, for example, is sometimes pronounced *dër* and sometimes *dare*; the former under some circumstances being the most elegant of the two; this is, however, very much a matter of euphony, so that the learner will be enabled to determine by his own ear when he should give the *e* this sound. In final syllables the *e* has the same indefinite sound that it has in English; under such circumstances, the learner may pronounce the *e* any way he likes. It must however be borne in mind, that the actual German sound of the vowel *e* is that of *a* in the English word *made*, and that this vowel never has in German the sound the English give it in the word *be*. Above all things take care always to pronounce the *e* in some way or other; there are no silent letters in German. In our definition of a diphthong, we have given the learner to understand that it is only when two vowels come together, and have a sound foreign to both, that such two vowels are to be considered as a diphthong. It does not follow, therefore, that when two vowels come together they constitute a diphthong. In the preceding lesson, we have given a list of the combinations of vowels that come under the denomination of diphthongs; in all other assemblages of vowels, each letter has its own sound: thus in the word *auf*, two vowels come together, and yet *au*, is not included in our list of diphthongs; and why? Because *a* is pronounced like *a* in *part*, and *u*, is pronounced like *oo* in *good*. So in all cases where two vowels occur together, and are not one of the six combinations we have styled diphthongs, each letter has its own sound. When two vowels of the same name are together, they are pronounced like single letters, but longer; thus the word *paar*, *pair*, is pronounced *paar*, dwelling on the *a*; and *Säe*, *lake*, is pronounced *say*, dwelling upon the *ay*.



The learner, in pronouncing a German word, will have to observe whether the vowels in the word constitute one or other of the diphthongs. If not, he will then give them the sounds we have assigned to them in the foregoing table. With the exception of the peculiarities we have mentioned attendant on the letter *e*, the vowels are always, and under all circumstances, pronounced in the manner we have pointed out. If the learner succeed in impressing on his mind the sounds we have stated the diphthongs and the five vowels to possess, he will have acquired a far more accurate and permanent pronunciation of German than he could have attained had he relied upon his ear and the instructions of a master. There is doubtless some labour and great attention required in order to associate in all cases correctly the eleven vowel sounds we have named with the eleven signs that are employed to represent them, but the habit of doing so once acquired, the advantages are in proportion to the care bestowed; the learner will pronounce the language, not with the blundering hesitation of the school-boy, but with the unerring confidence of the rhetorician. The words of the text should now be gone carefully over—all the *a*'s pronounced like *a* in *part*, *start*, *dart*; all the *i*'s that do not enter into the composition of a diphthong, like *ee* in *been*, *seen*; and all the *u*'s like *oo* in *good*, *stood*, *food*; and, in conclusion, we may observe that, in order to pronounce the vowels correctly, the learner needs no monitor, all that is wanted is unceasing attention.

### COMPOSITION.

The learner has now acquired some notions of the structure of German, he should therefore be able to construct detached sentences without making any great error. He ought by this time to know how to apply the nouns properly, and to make the adjectives agree with them in number, gender, and case. We intend in the following exercise to give him an opportunity of testing his proficiency in this particular. We shall introduce the English of some nouns that have not appeared in our text. The German of these words will have to be sought for in the dictionary; the number and case will have to be determined by the learner, and the proper forms be found, by means of the rules we have given for declining the nouns and adjectives in the First Lesson. We shall, as hitherto, give a translation of the phrases contained in the present exercise in the next lesson, whereby the learner will be enabled to detect any errors he may have made in the course of his translation.

I must buy some paper.*	I want some butter.
I must buy some pens.	I want some (einige) eggs.
I must buy some ink.	I want some milk.
I must buy some wafers.	I want dinner.
I must buy a seal.	I want some potatoes.
I must buy some sealing-wax.	I want some bread.
I must buy a pencil.	I want some cheese.
I want (ich bedarf.)	I want some wine.
I want breakfast.†	I want some brandy.
I want some sugar.	I want a cigar.

\* The word *some*, in cases of this kind, is entirely omitted in the German sentence.

† The verb *bedarf* requires a genitive case after it, expressed or understood.

- I want tea.  
 I want coffee.  
 I want something to eat.  
 I want something to drink.  
 I want some cold water.  
 I want some hot water.  
 I want some soap.  
 I want a towel.  
 I want a fire.  
 We must go.  
 We must go to (nach) Vienna.  
 We must go to Hanover.  
 We must go to Geneva.  
 We must go to Cologne.  
 We must go to Paris.  
 We must go to Leipsic.  
 We must go to Saxony.  
 We must go to Sweden.  
 We must go to Italy.  
 We must go to Scotland.  
 We must go to Germany.  
 We must go to the Theatre.  
 We must go to the Opera.  
 We must go to the Review.  
 We must go to the Post-office.  
 We must go to the ball.  
 I wish [ich wünsche].  
 I wish to have a newspaper.  
 I wish to have a bottle of Schiedam.  
 I wish to have a bottle of wine.  
 I wish a bottle of Johannisberg.  
 I wish a bottle of Tokay,  
 I wish to have my passport.  
 I wish to buy a hat.  
 I wish to buy a ring.  
 I wish to buy a watch.  
 I wish to buy a pocket-handkerchief.  
 I wish to buy a cravat.  
 I wish to buy a pair of socks.  
 Where are my companions?  
 Where are my boots?  
 Where are my trunks?  
 Where are my letters?  
 Where are my gloves?  
 What kind of viands have you?  
 What sort of liqueurs have you?  
 What sort of meat have you?  
 What sort of fish have you?  
 What sort of vegetables have you?  
 What sort of soup have you?  
 What sort of wine have you?  
 What sort of beer have you?  
 Have you the treasure?  
 Have you what belongs to a repast?  
 Have you any French wines?  
 Have you any good Rhine wine?  
 Have you any London porter?  
 Have you any potatoes?  
 Have you any turnips?  
 Have you any bread?  
 Have you any salt?  
 Have you a candle?  
 Have you a nightcap?  
 Have you a plan of Berlin?  
 Have you Schiller's works?  
 Have you Goethe's poems?  
 Have you any change?  
 What have we to pay?  
 What have you had?  
 We have no money.  
 We are Englishmen.  
 What shocking weather!  
 What a heavy rain!  
 What a disagreeable evening!  
 What a wet morning!  
 What fine weather!  
 What gorgeous weather!  
 What a lovely sky!  
 What a fine day!  
 What a beautiful morning!  
 What a good story!  
 What a singular idea!  
 What an excellent method!  
 What a great jackass!  
 What a bore!

## LESSON FIFTH.

### READING.

#### REPETITION.

Ich muß Papier kaufen. Ich muß Federn kaufen. Ich muß Dinte kaufen. Ich muß Oblaten kaufen. Ich muß ein Siegel kaufen. Ich muß Siegellack kaufen. Ich muß ein Bleistift kaufen. Ich bedarf. Ich bedarf des Frühstücks. Ich bedarf Zucker. Ich bedarf etwas Butter. Ich bedarf einige Eier. Ich bedarf etwas Milch. Ich bedarf des Mittagessens. Ich bedarf einige Kartoffeln. Ich bedarf etwas Brod. Ich bedarf etwas Käse. Ich bedarf etwas Wein. Ich bedarf etwas Brantwein. Ich bedarf einer Cigarre. Ich bedarf Thee. Ich bedarf Kaffee. Ich bedarf etwas zu essen. Ich bedarf etwas zu trinken. Ich bedarf etwas kaltes Wasser. Ich bedarf etwas heißes Wasser. Ich bedarf etwas Seife. Ich bedarf eines Handtuches. Ich bedarf eines Feuers. Wir müssen gehen. Wir müssen nach Wien gehen. Wir müssen nach Hannover gehen. Wir müssen nach Genf gehen. Wir müssen nach Cöln gehen. Wir müssen nach Paris gehen. Wir müssen nach Leipzig gehen. Wir müssen nach Sachsen gehen. Wir müssen nach Schweden gehen. Wir müssen nach Italien gehen. Wir müssen nach Schottland gehen. Wir müssen nach Deutschland gehen. Wir müssen nach dem Schauspielhause gehen. Wir müssen nach der Oper gehen. Wir müssen nach der Heerschau gehen. Wir müssen nach dem Posthause gehen. Wir müssen auf den Ball gehen. Ich wünsche. Ich wünsche eine Zeitung zu haben. Ich wünsche eine Flasche Schiedamer zu haben. Ich wünsche eine Flasche Wein zu haben. Ich wünsche eine Flasche Johannisberger Wein. Ich wünsche eine Flasche Tokair Wein. Ich wünsche meinen Paß zu haben. Ich wünsche einen Hut zu kaufen. Ich wünsche einen Ring zu kaufen. Ich wünsche eine Taschenuhr zu kaufen. Ich wünsche ein Taschentuch zu kaufen. Ich wünsche ein Halstuch zu kaufen. Ich wünsche ein Paar Socken zu kaufen. Wo sind meine Gefährten? Wo sind meine Stiefel? Wo sind meine Koffer? Wo sind meine Briefe? Wo sind meine Handschuhe? Was für Speisen haben Sie? Was für Getränke haben Sie? Was für Fleisch haben Sie? Was für Fische haben Sie? Was für Gemüse haben Sie? Was für Suppe haben Sie? Was für Wein haben Sie? Was für Bier haben Sie? Haben Sie den Schag? Haben Sie was zu einer Mahlzeit gehört? Haben Sie französischen Wein? Haben Sie guten Rheinwein? Haben Sie Londoner Porter? Haben Sie Kartoffeln? Haben Sie Rüben? Haben Sie Brod? Haben Sie Salz? Haben Sie ein Licht? Haben Sie eine Nachtmütze? Haben Sie eine Karte von Berlin? Haben Sie Schiller's Werke? Haben Sie Göthe's Gedichte? Haben Sie kleines Geld? Was haben wir zu bezahlen? Was haben Sie gehabt? Wir haben kein Geld. Wir sind Engländer. Was für schlechtes Wetter! Was für heftiger Regen! Was für ein unangenehmer Abend! Was für ein nasser Morgen! Was für angenehmes Wetter! Was für göttliches Wetter! Was für ein lieblicher Himmel! Was für ein schöner Tag! Was für ein schöner Morgen! Was für eine gute Geschichte! Was für eine einzige Idee! Was für eine schöne Methode! Was für ein großer Esel! Was für ein Quäler!

#### TEXT.

Ein Weltweiser, der an diesem Orte vorüber ging, sagte: sehet was die Welt ist, und wie sie diesen drei Personen mitgespielt hat: Wehe demjenigen, der ihre Reichthümer verlangt!

The following is a repetition of the above portion of text, with the pronunciation of the words.

Ein Weltweiser der an diesem Orte vorüber ging, sagte:  
 in welt-vi-ser der an dee-sem or-ty fo-rü-ber geeng, sagty:

feheth was die Welt ist, und wie sie diesen drei Personen  
 sait' was dee welt ist, oont wee see dee-sen dry per-so-nen  
 mitgespielt hat: Wehe demjenigen der ihre Reichthümer ver-  
 meet-gais-peelt' hat: waie dem-yai'nee-gen, der ee-ré riç'-tü-mer fer-  
 langet.  
 lang-et.

## TRANSLATION.

Ein Weltweiser, der an diesem Orte vorüber ging, sagte:  
 A philosopher, who on this place over went, said:  
 feheth was die Welt ist, und wie sie diesen drei Personen  
 see what the world is, and how she these three persons  
 mitgespielt hat: Wehe demjenigen, der ihre Reichthümer  
 played with has: wo to him, who her riches  
 verlanget.  
 desires.

## GRAMMAR.

## RELATIVE PRONOUNS.

In the sentence "the person that called yesterday," the pronoun "that" is called a relative; and other pronouns employed under similar circumstances are likewise called "relatives." The term itself is somewhat vague, as it might as well be applied to any other class of pronouns as to that under consideration.

It may be useful to remark, that the pronoun *who* is one of the few English words that possess the attributes of declension, *who* may be, to a certain extent, declined; for example, the English say,

Masc. & Fem. The philosopher *who* found the treasure.

Neuter. The treasure *which* the philosopher found.

Here there is a form of the pronoun for the neuter gender; again, *who* is declined in respect to case, thus:

Nom. The philosopher *who* questions me.

Gen. The philosopher *whose* questions I answer.

Dat. No particular form.

Acc. The philosopher *whom* I question.

This, it is true, can only be considered as the shadow of a declinable word, but still it illustrates some of the features signified by the term declension.

There are in German four relative pronouns; these are declined as follow:

Welcher, who, which, that.

	Singular.		Plural.
Masculine.	Feminine.	Neuter.	all Genders.
Nom. welcher,	welche,	welches,	welche.
Gen. welches,	welcher,	welches,	welcher.
Dat. welchem,	welcher,	welchem,	welchen.
Acc. welchen,	welche,	welches,	welche.

Der, who, which, that.

	Singular.		Plural.
Masculine.	Feminine.	Neuter.	all Genders.
Nom. der,	die	das,	die,
Gen. dessen,	deren,	dessen,	derer.
Dat. dem,	der,	dem,	denen.
Acc. den,	die,	das,	die.

Wer, he, who.

Nom. wer,  
Gen. wessen, or wess,  
Dat. wem,  
Acc. wen.

For all Numbers and Genders.

Was, what.

Nom. was,  
Gen. wessen or wess,  
Dat. was, (not in use)  
Acc. was.

For all Numbers and Genders.

It will be observed that the forms of the relative *der*, are for the most part exactly like those of the article, declined section III. It follows from this, that *der* sometimes signifies *the*, and sometimes *who*, *which*, or *that*; for example, in the sentence:

*Der Weltweise der den Schatz fand.* The Philosopher who found the treasure. The first *der* is an article, equivalent to *the* in English; the second *der* is a relative, equivalent to the English relative *who* or *that*; the learner then must observe carefully in translating any form of the word *der*, whether he has to deal with an article or a relative pronoun; the other words in the sentence will enable him to determine this point.

In English, the relative *who* and the relative *that* are used in a great measure indiscriminately; an Englishman may either say "the person *that* called yesterday," or "the person *who* called yesterday." The same is the case in German with the relatives *der* and *welcher*, the one under most circumstances may be used for the other; we may say in German, either *Die Person, die die Speisen brachte*, or *Die Person welche die Speisen brachte*: the one is quite as good as the other; there are some cases in which the one should be employed and not the other, but of these we shall speak on some future occasion.

The position of the relative in a sentence is the same in German as in English. In both languages, the relative should be placed as near as possible to the object or objects to which it relates; in an English newspaper at present before us, the following sentence occurs. "Copenhagen House has for the last three years been under the management of Mr. Bryant, and is now conducted by a nephew of that gentleman, who is dead;" here the relative and its complement "who is dead" refer by position to the nephew, whilst the context clearly shows, that the uncle and not the nephew is meant; so in German, a relative misplaced in this way may cause much confusion in the sense of a sentence.

## CONVERSATION.

In the following colloquial exercise, we shall endeavour by frequent repetition to make the learner thoroughly familiar with the words that compose the text of our present lesson. There is one word in particular that we shall bring specially under his attention, we mean the word *mitgespielt*; this is the past participle of the verb *mitspielen*, *to play with*, and is a compound, consisting of the preposition *mit*, *with*, and the verb *spielen*, *to play*. The verb *spielen*, forms its past participle by prefixing the particle *ge*, and changing the *n* of the infinitive into *t*; so that from *spielen*, *to play*, we have *gespielt*, *played*, and hence the form *mitgespielt*,\* *played with*, of the text. The learner will have to bear in mind the meaning of these component parts of the word *mitgespielt*, as well as that of the word itself.

\* This word appears to have considerable analogy in orthography and meaning with the French *espiglerie*, they are doubtless derived from a common root.

In addition to the words already known, the learner will have to make himself acquainted with the meaning and pronunciation of the following :

that . . . . .	did,	pronounced	dāt.
einander . . . . .	one another,	„	in-an-der.
sah . . . . .	saw,	„	saw.
tot . . . . .	dead,	„	tōdt.
übel . . . . .	evil,	„	ü-bel.
ein jeder . . . . .	each,	„	in-ye-der.
Weise . . . . .	way, means,	„	wi-se.
vermuthe . . . . .	suppose,	„	fer-moo'-ty.
behandelt . . . . .	treated,	„	be-han'-delt.

We shall likewise employ some other tenses of the verbs besides those in the text ; for example, of the verb *spielen*, *to play*, we shall make use of third person present tense, *sie spielt*, *she plays*, and the same person of the past tense, *sie spielte*, *she played*, and so in the case of the other verbs.

Wer ging an diesem Orte verüber ?	Ein Weltweiser.
Wo ging der Weltweise ? . . . . .	An diesem Orte.
Wo war dieser Ort ? . . . . .	Wir wissen es nicht.
Was that der Weltweise an diesem Orte ?	Er ging verüber.
Wo ging der Weltweise verüber ?	An dem Orte, wo die Reisenden starben.
Warum ging der Weltweise an diesem Orte verüber ?	Wir wissen es nicht.
Wann ging er an diesem Orte verüber ?	Als die Reisenden starben.
Was sah der Weltweise an diesem Orte ?	Er sah daß die Welt den drei Reisenden mitgespielt hatte.
Wie sah er daß die Welt den drei Reisenden mit gespielt hatte ?	Weil er alle drei todt an dem Orte fand.
Was sagte er als er die drei todtten Reisenden fand ?	Er sagte : Wehe denjenigen welcher Reichthümer verlangt.
Wann sagte er dieß ? . . . . .	Als er die todtten Reisenden sah.
Warum sagte der Weltweise : wehe denjenigen welcher Reichthümer verlangt ?	Weil die drei Reisenden sich einander umgebracht hatten, um den Schatz zu haben.
Verlangte der Weltweise den Schatz ?	Nein, er verlangte ihn nicht.
Wer verlangte den Schatz ?	Die drei Reisenden.
Verlangten die drei Reisenden den Schatz ?	Ja, alle drei verlangten den Schatz.
Spielt die Welt mit denjenigen, welche Reichthümer verlangen ?	Ja, sie spielt mit ihnen.
Hatte die Welt den drei Reisenden mitgespielt ?	Ja, sie hatte ihnen mitgespielt.
Wie spielte die Welt mit den drei Reisenden ?	Sie spielte übel mit ihnen.
Wer spielte mit den drei Reisenden ?	Die Welt.
Warum spielte die Welt mit den drei Reisenden ?	Weil sie ihre Reichthümer verlangten.
Wer verlangte die Reichthümer der Welt ?	Die drei Reisenden.
Wie verlangten sie die Reichthümer der Welt ?	Sie verlangten ein jeder den Schatz für sich selbst zu haben.
Wann spielte die Welt den drei Reisenden mit ?	Als sie ihre Reichthümer verlangten.
Wie spielt die Welt mit denjenigen, welche Reichthümer verlangen ?	Sie spielt übel mit ihnen.
Mit wem spielt die Welt ? . . . . .	Mit denjenigen, welche Reichthümer verlangen.

- Spielt die Welt mit denjenigen, welche Reichthümer verlangen?      Ja, sie spielt mit ihnen.
- Warum spielt die Welt mit denjenigen, welche Reichthümer verlangen?      Wir wissen es nicht.
- Wie hatte die Welt den drei Reisenden mitgespielt?      Der eine wurde ermordet, die beiden andern wurden vergiftet.
- Warum spielte die Welt so mit ihnen?      Weil sie ihre Reichthümer verlangten.
- Spielt die Welt so mit allen, die Reichthümer verlangen?      Nein, nicht mit allen.
- Mit welchen Personen hatte die Welt gespielt?      Mit den drei Reisenden.
- Spielte \* die Welt mit dem Weltweisen?      Nein, sie spielte nicht mit ihm.
- Spielt die Welt nicht mit Weltweisen?      Wir wissen es nicht.
- Mit welchen Personen spielt die Welt?      Mit denjenigen, welche Reichthümer verlangen.
- Wer sagte, daß die Welt den drei Reisenden mitgespielt hatte?      Der Weltweise.
- Wie fand der Weltweise aus, daß die Welt den drei Reisenden mitgespielt hatte?      Weil er die drei todten Reisenden und das Ueberbleibsel der vergifteten Speisen an dem Orte sah.
- Wie spielte die Welt mit demjenigen, welcher ging Speisen zu kaufen?      Er wurde ermordet.
- Warum spielte die Welt so mit ihm?      Weil er den Schatz allein für sich selbst zu haben verlangte.
- Wie spielte die Welt mit seinen Gefährten?      Auf gleiche Weise.
- Wie behandelte die Welt diejenigen, welche keine Reichthümer verlangen?      Ich vermuthete gut.
- Wie behandelte die Welt den Weltweisen?      Wir wissen es nicht.
- Wie wurde der Reisende, welcher die Speisen brachte, von seinen Gefährten behandelt?      Sie ermordeten ihn.
- Warum behandelten sie ihn so?      Weil sie den Schatz allein für sich selbst zu haben verlangten.
- Wie wurden die beiden andern von ihrem Gefährten behandelt?      Er vergiftete sie.
- Wer starb an dem Orte, wo der Weltweise verüber ging?      Die drei Reisenden.
- Wer ging an dem Orte verüber als die Reisenden starben?      Der Weltweise.
- Was sah der Weltweise da?      Er sah die drei todten Reisenden.
- Was sagte er als er die drei todten Reisenden sah?      Er sagte: sehet was die Welt ist, und wie sie diesen drei Personen mitgespielt hat!
- Sagte der Weltweise: sehet was ein Schatz ist?      Nein, er sagte das nicht.
- Sagte er: wehe denjenigen, welche die Reichthümer der Welt verlangen?      Ja, er sagte es.
- Sagte er, wehe denjenigen welche Schätze finden?      Nein, er sagte das nicht.
- Wer sah die Reisenden sterben?      Wir wissen es nicht, der Weltweise fand sie todt.
- Sah der Weltweise sie nicht sterben?      Nein.

\* Bear in mind that *spielte* is the past tense, and consequently *played*, in English; and that in the following interrogation, *spielt* is the present tense, equivalent to the English word *plays*.



Sah der Weltweise den Schatz?	Er sagte es nicht.
Sah der Weltweise etwas von den vergifteten Speisen?	Ich vermuthe nicht.
Aß er etwas von den vergifteten Speisen?	Nein, er aß nichts davon.
Starb der Weltweise?	Wir wissen es nicht.
Wer verlangte die Reichthümer der Welt?	Die drei Reisenden.
Wie verlangten sie die Reichthümer der Welt?	Ein jeder verlangte den Schatz für sich selbst allein zu haben.
Wie spielt die Welt denjenigen mit, die Reichthümer verlangen?	Sie spielt übel mit ihnen.
Wie spielte die Welt den drei Reisenden mit?	Sie wurden alle drei umgebracht.
Warum spielte die Welt so mit den drei Reisenden?	Weil sie ihre Reichthümer verlangten.
Was sagte der Weltweise davon?	Er sagte: wehe demjenigen der die Reichthümer der Welt verlangt.

## CONSTRUCTION.

## XVIII.

Weltweise.  
Orte.  
Welt.  
Personen.  
Reichthümer.

The foregoing is a list of all the nouns that occur in the text of the present lesson. In order to decline these, as we have already stated, the learner must know the nominative singular and plural, as also the gender. In speaking of the word *Reisende*, section VII. we have said that there are certain words used as nouns that are declined in a particular manner: the noun *Weltweise*, of the present lesson, is one of these, for the declension of which we refer the learner to what we have said in section VII. The nominative singular, plural and gender of the other four nouns are as follow:

Nom. Singular.		Nom. Plural.
der Ort, mas.		die Orter.
die Person, fem.		die Personen.
der Reichthum, mas.		die Reichthümer.
die Welt, fem.		not used in the Plural.

The word *Welt*, *world*, not being used in the plural, and being at the same time of the feminine gender, it undergoes no change in respect of case, and so like its English equivalent always retains the same form.

The word *Weltweise*, of the text, is made up of the noun *Welt*, *world*, and the adjective *weise*, *wise*, in the same way that the Greek word *philosopher* is made up of the noun *φίλος*, *friend*, and the adjective *σοφός*, *wise*; the formation of words in this way is a marked feature of the older languages, and is particularly so in German.

## XIX.

Die beiden andern, welche während seiner Abwesenheit einen gleichen Anschlag wider ihn gefaßt hatten.	The two others who, during his absence, had conceived a similar project against him.
Nachdem sie ihn umgebracht hatten.	After that they had killed him.

In speaking, last lesson, of the two phrases quoted above, we said that they illustrate a difference between the English and German construction. If the



learner reads over section XVII., containing the remarks upon them we then made, he will be reminded that we have already spoken of three points of difference between the English and German construction; and consequently, that the two sentences before us illustrate a fourth diversity of this kind.

One of the characteristic peculiarities of the German construction, that we have already enumerated, arises from the faculty possessed by certain little words, of throwing the verb to the end of a sentence: the peculiarity of which we have now to speak arises from precisely the same cause.

In German, when one of the words that possess the faculty of changing the place of a verb, occurs in a sentence in which an auxiliary is made use of, the auxiliary is placed after the verb, and so is the concluding word of the sentence. The relative pronoun *welcher*, and the conjunctive adverb *nachdem*, like other words of their class, possess this property of determining the place of the verb; so in the first of the two sentences before us, we have in English, "The two others who, during his absence, *had conceived* a similar design;" but in consequence of the attributes of the relative *who*, we have in German, "The two others, who during his absence a similar design *conceived had*," the verb *conceived* is sent to the end of the sentence on account of the relative *who*, and for the same reason the auxiliary *had* is placed after the verb. Again, in the second of the two sentences quoted from the text, we have in English, "After they *had* killed him;" but in consequence of the prepositive power of the conjunctive adverb *nachdem*, we have in German, "After they killed him *had*," the verb in this as in the former sentence being placed after the subject, and the auxiliary *had* concluding the sentence. Thus the fourth distinctive characteristic of the German construction consists in making the auxiliary the last word of a sentence in which an auxiliary is employed.

There are amongst the Germans many speakers who do not attend very closely to these matters. It is fashionable at the present day in Germany to make use of foreign words and foreign modes of expression; we do not advise the learner to adopt such practices, but recommend him, as he progresses in the language, to be guided in style at least, rather by the writers than by the speakers. We love the German language, its hardy vigour, its Gothic structure, and its antique black letter, that has resisted for ages the attempts made to substitute for it the Roman character. However much we should like to see one common language made the medium of intercourse amongst mankind; we dislike to see a language denuded of its peculiar attributes, and brought down to the standard of another less dignified, simply because that other is for the time more *à la mode*. Nothing tends moreover, so much to identify a language in the mind of the learner, as an acquaintance with such marked features as are peculiarly its own; for this reason we would recommend the learner to pay special attention to the moving to and fro of the verbs we have been speaking of, as in no other language does such a peculiarity as this exist; the faculty possessed by the relative words of throwing the verb and auxiliary to the end of a sentence, and of reversing in consequence the position of the words in another sentence, is wholly German, and, if properly comprehended, will go a great way in disclosing to the learner the structure of the language

## PRONUNCIATION.

### CONSONANTS.

The consonants are pronounced in German precisely as they are in English, with the exception of the letters *j*, *v*, and *z*, these three letters being pronounced as follows:

- j*, like *y*, in the English word *you*.
- v*, " *f*, " " *feet*.
- z*, " *tz*, in the Irish word *Fitz*.

In German, the letter *h* is always aspirated at the beginning, and always

silent in the middle of words, with the single exception of the syllable *heit* in such words as *Wissenschaft*, in which the *h* is pronounced. When the letter *c* occurs before the vowels *e*, *i*, or the diphthongs *ä*, *ö*, it has sound of *ts*, as in the word *Cäsar*, *Cesar*, pronounced *tsai-sar*; in all other circumstances, *c* has the sound that letter has in the English word *cat*. The consonant *g*, in German, has always the hard sound of *g* in *give*, never that of *g* in *gin*. In giving the pronunciation of the words of our text, we have stated the words *als* and *uns* to be pronounced *alts* and *oonts*, this is not however positively correct—in giving the pronunciation of these words we have followed the popular pronunciation of the language; but those amongst the German grammarians who are regarded as authorities in matters of prosody, say, that the letter *s* should always be enunciated in one uniform manner, that is, with the hissing sound the letter has in English, and to this rule they admit of no exceptions; the words *als* and *uns* should therefore be pronounced as they are written, and not in the manner the mass of speakers enunciate them.

In the different states of Germany, the pronunciation of German assumes very different aspects; it is pronounced here in one fashion, and there in another. Sounds are made use of in one place that are unknown in another, just as a large portion of the inhabitants of Great Britain make use of a guttural that a native of London can scarcely pronounce. In a great many nooks and corners of Germany, the letter *f* before a consonant is pronounced like *ts*, in *Esst*, and the letter *g* is pronounced like *ch*; the word *weg*, for example, along the banks of the Rhine, throughout Switzerland, and elsewhere, is pronounced as if written *vez*. If we inquire why these letters are so pronounced, we shall find that the guttural sound of *ch* and that of *ts* are very great favourites with the Germans, so much so, that they are disposed to make use of them *à tort et à travers*, as the French would say, in the same manner that an untutored native of London in pronouncing English annihilates the letter *h*, substitutes *v* for *w*, and aspirates the vowels. Education alone can subdue these innate prejudices; it is not therefore amongst the generality of speakers that a pure pronunciation will be found, but only amongst the few who have devoted some attention to the organization and structure of their language. An Englishman who pronounces the consonants as they are pronounced in his own language, will give them the sound assigned to them by the best authorities in the language; whilst, if he adopts the notions of a native of Germany on the subject, ten chances to one but the next German he meets with will question the accuracy of his pronunciation.

In the preceding lesson, we have pointed out certain combinations of consonants that have particular sounds; when two or more consonants occur together, not included amongst these, each letter has its individual sound; for example, the letters *gn*, when together, have occasionally a particular sound in English, but not so in German; each of these letters has its own sound, and so in the case of all other assemblages of consonants not included in the table given under the head Pronunciation, last lesson.

If then the learner makes himself acquainted with the sounds peculiar to what we have called the *combined consonants*, the others will cause him little difficulty, since as we have said, they are all pronounced, with only three exceptions, as they are pronounced in English.

## COMPOSITION.

As in the case of the preceding exercise under this head, we shall introduce some nouns that have not appeared in the text; for the German of these the learner will have to consult the dictionary, and for their declension, the rules we have given under the head CONSTRUCTION.

What is the world?  
What is it?

What is that?  
Is it so?

Yes, it is so ?  
 Is that good ?  
 Is it cheap ?  
 Is it dear ?  
 Is he tall ?  
 Is he stout ?  
 Is it here that the travellers died ?  
 Is it there ?  
 Where is the Post-office ?  
 Where is the Bank ?  
 Where is the Theatre ?  
 Where is the Hotel ?  
 Where is my servant ?  
 That hat is mine.\*  
 That umbrella is ours.  
 That carriage is theirs.  
 Is that the person *that* killed Moreau ?  
 Is that the person *that* found the treasure ?  
 Is that the place *where* the treasure was found ?  
 Is this the way to Lucerne ?  
 Do you play cards ?  
 Do you play whist ?  
 Do you play chess ?  
 When do you play cards ?  
 With whom do you play whist ?  
 How do you play whist ?  
 Do you know who remained with the dead travellers ?  
 Do you know who remained with the treasure ?  
 Do you know who remained behind ?  
 Do you know who remained at home ?  
 Do you know who killed the old woman's cat ?  
 Do you know who poisoned my sparrows ?  
 Do you know who brought this note ?  
 What did the person *who* brought my boots, say ?  
 This is the person who went to the Post-office.  
 This is the man *who* poisoned the birds.  
 Do you know *whom* I brought to the (*ins*) house ?  
 Do you know *whom* I found on the road ?  
 This is the gentleman *with whom* I went to Germany.

This is the person to *whom* that dog belongs.  
 This is the hotel *in which* I reside.  
 Do you know *what* Napoleon said of Blucher ?  
 Do you know what sauce I eat with lobsters ?  
 Do you know *what* design that person has conceived ?  
 Do you know *which* of these houses belongs to me ?  
 Do you know *to what* empire Croatia belongs ?  
 Do you know *with what* I poisoned the flies ?  
 Do you know *how* the world has played with the three travellers ?  
 Do you know how Kotzebue died ?  
 Do you know *how far* Leipsic is from Dresden ?  
 Do you know *how far* Lucerne is from Geneva ?  
 Do you know *how much* of Germany belongs to the empire of Austria ?  
 Do you know *how much* of Saxony belongs to the Duke of Saxe-Coburg-Gotha ?  
 Do you know *how much* of Poland belongs to the King of Prussia ?  
 Do you know *how many* Frenchmen there are in Germany ?  
 Do you know *how many* beetles there are in my kitchen ?  
 Do you know *why* I poisoned my dogs ?  
 Do you know *why* I eat fish and not poultry ?  
 Do you know why I eat melon, and not cucumbers ?  
 Germany is a fine country, is it not ? †  
 There are railways in Germany, are there not ?  
 Travelling is cheap in Germany, is it not ?  
 Melons are good in Germany, are they not ?  
 Hotels are abundant in Germany, are they not ?  
 Attendance is good in Germany, is it not ?  
 What German towns are on the Rhine ?

\* This phrase may be rendered in German *Dies ist mein Hut*, or *Dieser Hut ist meiner*, or *Dieser Hut ist der meinige*.

† The English interrogations, *is it not ? was it not ?* etc. are rendered in German by *nicht wahr ?* two words that, translated literally, signify *not true*.

The Germans are as tranquil as the  
French are turbulent.  
Germany is as beautiful as France is  
ugly.  
The German towns are not so gay as  
those of France.  
Vienna is nearly as gay as Paris.  
The works of art in Germany are  
finer than those of France.  
The literature of Germany is infinitely  
more advanced than that of any  
other country.

The Rhine is a lovely river.  
Pest is the most beautiful place of re-  
sidence in the world.  
How charming!  
How beautiful!  
How excellent!  
How tiresome!  
How insolent!  
How frightful!  
How odd!  
How lovely!  
How magnificent!

## LESSON SIXTH.

### READING.

#### REPETITION.

Was ist die Welt? Was ist es? Was ist dieß? Ist es so? Ja, es ist so. Ist  
dieß gut? Ist es wohlfeil? Ist es theuer? Ist er lang? Ist er groß? Ist es  
hier, wo die Reisenden starben? Ist es da? Wo ist das Post-amt? Wo ist die  
Bank? Wo ist das Schauspielhaus? Wo ist das Hotel? Wo ist mein Diener?  
Dieß ist mein Hut! Dieser Schirm ist der unsrige. Diese Kutsche ist die ibrige.  
Ist das die Person, die Moreau ermerdete? Ist das die Person, die den Schag fand?  
Ist das der Ort wo der Schag gefunden wurde? Ist das der Weg nach Lucern?  
Spielen Sie Karten? Spielen Sie Whist? Spielen Sie Schach? Wann spielen  
Sie Karten? Mit wem spielen Sie Whist? Wie spielen Sie Whist? Wissen Sie,  
wer bei den todten Reisenden blieb? Wissen Sie, wer bei dem Schage blieb? Wis-  
sen Sie, wer zurück blieb? Wissen Sie, wer zu Hause blieb? Wissen Sie, wer das  
alten Weibes Kaze umgebracht hat? Wissen Sie, wer meine Sperlinge vergiftete?  
Wissen Sie, wer dieses Billet brachte? Was sagte die Person, die meine Stiefel brach-  
te? Dieß ist die Person, die nach dem Postamte ging. Das ist der Mann, der die  
Vogel vergiftete. Wissen Sie, wen ich mit mir ins Haus brachte? Wissen Sie, wen  
ich auf dem Wege fand? Dieß ist der Herr, mit dem ich nach Deutschland ging.  
Dieß ist die Person, dem der Hund gehört. Dieß ist das Hotel, worin ich wohne.  
Wissen Sie, was Napoleon von Blücher sagte? Wissen Sie, welche Sauce ich mit  
Hummer esse? Wissen Sie, welchen Anschlag diese Person gefaßt hat? Wissen Sie,  
welches von diesen Häusern mir gehört? Wissen Sie, zu welchem Reiche Croatien ge-  
hört? Wissen Sie, wem ich die Fliegen vergiftete? Wissen Sie, wie die Welt den  
drei Reisenden mitgespielt hat? Wissen Sie, wie Kogebue starb? Wissen Sie, wie  
weit Leipzig von Dresden ist? Wissen Sie, wie weit Luzern von Genf ist? Wissen  
Sie, wieviel von Deutschland dem Kaiserthum von Oesterreich gehört? Wissen Sie,  
wieviel von Sachsen dem Herzoge von Sachsen Coburg Gotha gehört? Wissen Sie,  
wieviel von Polen dem Könige von Preussen gehört? Wissen Sie, wie viele Franzo-  
sen in Deutschland sind? Wissen Sie, wie viele Käfer in meiner Küche sind? Wissen  
Sie, warum ich meine Hunde vergiftete? Wissen Sie, warum ich Fisch und kein Ge-  
flügel esse? Wissen Sie, warum ich Melonen und keine Gurken esse? Deutschland  
ist ein schönes Land, nicht wahr? Es sind Eisenbahnen in Deutschland, nicht wahr?  
Das Reisen ist wohlfeil in Deutschland, nicht wahr? Melonen sind gut in Deutsch-  
land, nicht wahr? Gasthöfe sind im Ueberflus in Deutschland, nicht wahr? Die Auf-  
wartung ist gut in Deutschland, nicht wahr? Welche deutsche Städte sind am Rhein?  
Die Deutschen sind so ruhig, wie die Franzosen unruhig sind. Deutschland ist so schön  
wie Frankreich häßlich ist. Die deutschen Städte sind nicht so lustig wie die franzö-  
sischen. Wien ist fast eben so lustig wie Paris. Die deutschen Kunstwerke sind schö-

ner als die französischen. Die Litteratur Deutschlands ist unendlich weiter vorgerückt als diejenige irgend eines andern Landes. Der Rhein ist ein lieblicher Fluß. Pest ist der schönste Wohnort von der Welt. Wie reizend! Wie schön! Wie überragend! Wie langweilig! Wie grob! Wie fürchterlich! Wie einzig! Wie lieblich! Wie prachtvoll!

### TEXT.

INSTEAD of introducing a fresh subject for the exercises of the present lesson, we shall employ the portions of text already made use of, collecting the whole under one head.

#### Die drei Reisenden.

Drei Reisende fanden einen Schatz auf ihrem Wege, und sagten: Da wir Hunger haben, muß einer von uns gehen, um Essen zu kaufen. In dieser Absicht ging einer fort und brachte ihnen, was zu einer Mahlzeit gehört.

Aber er sagte unterwegs bei sich selbst: ich muß das Fleisch vergiften, damit meine Gefährten sterben, wenn sie davon essen, und ich den Schatz allein behalte. Er führte sein Vorhaben aus, und vergiftete die Speisen.

Die beiden andern, welche während seiner Abwesenheit einen gleichen Anschlag wider ihn gefaßt hatten, ermordeten ihn bei seiner Zurückkunft, und blieben also Meister von dem Schatz. Nachdem sie ihn umgebracht hatten, verzehrten sie die vergifteten Speisen, und starben alle beide.

Ein Weltweiser, der an diesem Orte vorüber ging, sagte: sehet was die Welt ist und wie sie diesen drei Personen mitgespielt hat: Wehe demjenigen, der ihre Reichtümer verlangt!

### GRAMMAR.

THE demonstrative pronouns are words used to determine more distinctly than the definite article an object or objects spoken of. In the English sentences, "The traveller died," and "That traveller died," the article *the* refers to some particular traveller, but the *that* determines more directly the identity of the individual in question. There are a great many demonstratives made use of in German; they are declined like the article, with very few exceptions; we shall decline here such of them as are most frequently made use of, or that have some peculiarity about their declension likely to trouble the learner.

Dieser, diese, dieses or dieß, this, these.

#### SINGULAR.

#### PLURAL.

Masculine.	Feminine.	Neuter.	all Genders.
Nom. dieser,	diese,	dieses,	diese.
Gen. dieses,	dieser	dieses,	dieser.
Dat. diesem,	dieser,	diesem,	diesen,
Acc. diesen,	diese,	dieses,	diese.

Jener, jene, jenes, that, those, yonder.

#### SINGULAR.

#### PLURAL.

Masculine.	Feminine.	Neuter.	all Genders.
Nom. jener,	jene,	jenes,	jene.
Gen. jenes,	jener,	jenes,	jener.
Dat. jenem,	jener,	jenem,	jenen.
Acc. jenen,	jene,	jenes,	jene.

Der, die, das, he, they, the person.

#### SINGULAR.

#### PLURAL.

Masculine.	Feminine.	Neuter.	all Genders.
Nom. der,	die,	das,	die.
Gen. dessen (deß or deß),	deren, (der),	dessen (deß or deß),	deren (der or dessen).
Dat. dem,	der,	dem,	denen (den.)
Acc. den,	die,	das,	die.

Derjenige, diejenige, dasjenige, he, they, the person.

SINGULAR.		PLURAL.	
Masculine.	Feminine.	Neuter.	all Genders
Nom. derjenige.	diejenige,	dasjenige,	diejenigen.
Gen. desjenigen,	derjenigen,	desjenigen,	denjenigen.
Dat. demjenigen,	derjenigen,	demjenigen,	denjenigen.
Acc. demjenigen,	derjenige,	dasjenige,	diejenigen.

Derſelbige, dieſelbige, daſſelbige, himſelf, herſelf, itſelf, themſelves.

SINGULAR.		PLURAL.	
Masculine.	Feminine.	Neuter.	all Genders.
Nom. derſelbe,	dieſelbe,	daſſelbe,	dieſelben.
Gen. deſſelben,	derſelben,	deſſelben,	denſelben.
Dat. demſelben,	derſelben,	demſelben,	denſelben.
Acc. denſelben,	dieſelbe,	daſſelbe,	dieſelben.

Keiner, keine, keines, no.

SINGULAR.		PLURAL.	
Masculine.	Feminine.	Neuter.	all Genders.
Nom. keiner,	keine,	keines,	keine.
Gen. keines,	keiner,	keines,	keiner.
Dat. keinem,	keiner,	keinem,	keinen.
Acc. keinen,	keine,	keines,	keine.

Beide, both.

Alle, all

These two pronouns are only used in the plural.

Nom. beide.	Nom. alle.
Gen. beider.	Gen. aller.
Dat. beiden.	Dat. allen.
Acc. beide.	Acc. alle.

Ein jeder, ein jede, ein jedes, each.

This pronoun is not used in the plural.

Masculine.	Feminine.	Neuter.
Nom. ein jeder,	eine jede,	ein jedes.
Gen. eines jeden,	einer jeden,	eines jeden.
Dat. einem jeden,	einer jeden,	einem jeden.
Acc. einen jeden.	eine jede,	ein jedes.

We have already seen that *der*, *die*, *das*, are articles equivalent to the English word *the*; we have also seen that *der*, *die*, *das*, are relative pronouns, equivalent to the English words *who*, *which*, and *that*; and now we have exhibited *der*, *die*, *das*, as demonstrative pronouns, equivalent to two or three other English words. This diversity of meaning of *der* and its various forms will cause the learner little difficulty, so far as writing German is concerned; but in translating, it will be necessary to bear in mind, that, *der*, *die*, *das*, have more meanings than one. The following phrases will show the necessity of bearing in mind the most various significations of the word *der*, in translating from German to English.

Der Schatz den ich fand . . .	The treasure that I found.
Die, die den Schatz fanden . .	They who the treasure found.
Der Schatz, den der Reisende fand	The treasure which the traveller found.
Der, die Speisen brachte . . .	The person who brought food.
Das Fleisch, das der Reisende vergiftete.	The meat that the traveller poisoned.
Die sind da . . . . .	They are there.
Der ist hier . . . . .	He is here.
Das sind gute Federn . . . .	These are good pens.

## CONVERSATION.

In the following exercise, we shall introduce some of the pronouns declined under the head Grammar, in the present lesson; we shall make very frequent use of the demonstrative *derjenige*, of which the form *demjenigen* has occurred in the text. The pronoun *derjenige* is a compound word, consisting of the article *der*, *the*, the demonstrative *jenen*, *that*, and the termination, *ig*, which when appended to a noun or a verb, converts it into an adjective. The use we shall make of *derjenige* will not only illustrate the meaning of the pronoun itself, but also that of the entire class of words to which it belongs.

In addition to the words already known, we shall in the present exercise employ the following:

ausdrücklich,	. . .	directly, pronounced	<i>a-ows-drük'-liç.</i>
selche,	. . .	such,	<i>sol-çe.</i>
irgend jemand,	. . .	anybody,	<i>eer-gend-yai-mand.</i>
oft,	. . .	often,	<i>oft.</i>

The learner must bear in mind that *derjenige*, in the singular, is equivalent to the English expression, "*the person*;" and in the plural to "*the persons*," there is no pronoun in English that corresponds exactly with this German demonstrative.

Wer sagte, wir haben Hunger?	. . . . .	Diejenigen, die den Schatz fanden.
Wer fand einen Schatz?	. . . . .	Diejenigen, die sagten, wir haben Hun- ger.
Was sagten diejenigen die den Schatz fan- den?		Sie sagten, wir haben Hunger.
Sagten diejenigen, welche den Schatz fan- den, wir haben Hunger?		Ja, das sagten sie.
Wo fanden diejenigen, die sagten wir haben Hunger, einen Schatz?		Auf ihrem Wege.
Wer kaufte essen?	. . . . .	Derjenige, welcher fortging.
Wer ging fort?	. . . . .	Derjenige, welcher das Essen brachte.
Wer brachte das Essen?	. . . . .	Derjenige, der fortging.
In welcher Absicht ging er fort?		Um Essen zu kaufen.
Kaufte derjenige Essen, der fort ging?		Ja, er kaufte Essen.
Wer vergiftete die Speisen?		Derjenige, welcher sie brachte.
Wer brachte die Speisen?		Derjenige, welcher sie vergiftete.
Wer blieb Meister des Schatzes?		Diejenigen, welche ihren Gefährten er- mordeten.
Wer wurde ermordet?		Derjenige, welcher fortging um Essen zu kaufen.
Wer sagte, ich muß die Speisen vergiften?		Derjenige, welcher fortging.
Wer aß die Speisen?		Die beiden zurück gebliebenen Reisenden.
Aß derjenige, welcher ermordet wurde, von den vergifteten Speisen?		Nein, er aß nicht davon.
Blieben diejenigen, welche ihren Gefähr- ten ermordeten, Meister des Schatzes?		Ja, sie blieben Meister davon.
Starben die Meister von dem Schatz?		Ja, sie starben.
Wann starben die Meister von dem Schatz?		Bei der Rückkunft desjenigen, welcher Essen brachte.
Wer starb bei der Rückkunft desjenigen der Speisen brachte?		Diejenigen, die zurück geblieben waren.
Wie starben diejenigen, die zurück geblieben waren?		Sie wurden vergiftet.
Wer wurde vergiftet?		Diejenigen, welche zurück geblieben waren.
Wer ging an dem Orte vorüber wo die Rei- senden starben?		Ein Weltweiser.



Was sagte derjenige, der an dem Orte vorüber ging, wo die Reisenden starben?  
Wo ging derjenige, der sagte; sehet was die Welt ist?

Warum sagte derjenige, der an dem Orte vorüber ging: sehet was die Welt ist?  
Welche Reisende starben an diesem Orte?  
Wer vergiftete seine Gefährten?

Wer hat einen Gefährten umgebracht?

Wer wurde umgebracht?  
Wer brachte das Essen?  
Wer vergiftete das Essen?  
Wer faßte einen Anschlag?  
Wer faßte einen gleichen Anschlag?  
Wer blieb an dem Orte?

Wer führte seinen Anschlag aus?  
Wer kam zurück?  
Wer verzehrte die vergifteten Speisen?

Wer ermordete einen Gefährten?

Wer starb?  
Starb derjenige, welcher fortging?  
Starben diejenigen, welche die vergifteten Speisen aßen?

Starben diejenigen, welche ihren Gefährten ermordeten?

Wie starben die Reisenden die den Schatz fanden?

Mit wem spielte die Welt?  
Spielte die Welt mit denjenigen, die den Schatz fanden?

Warum spielte die Welt mit denjenigen die den Schatz fanden?

Wer verlangte die Reichthümer der Welt?  
Diejenigen, die den Schatz fanden, verlangten sie die Reichthümer der Welt?

Wer sagte daß die Welt mit ihnen gespielt hatte?

Welcher von den drei Reisenden vergiftete seine Gefährten?

Welche von den drei Reisenden aßen die vergifteten Speisen?

Welcher von den drei Reisenden faßte einen Anschlag?

Wo sind die drei Reisenden?

Wie wissen Sie dieß?

Auf welchem Wege sah sie der Weltweise?

War es in Deutschland, wo die Reisenden den Schatz fanden?

Er sagte: sehet was die Welt ist!

Er ging an dem Orte, wo die Reisenden starben.

Weil er die drei todten Reisenden an diesem Orte fand.

Diejenigen, die den Schatz fanden.

Derjenige, welcher fortging Essen zu kaufen.

Diejenigen, welche die vergifteten Speisen aßen.

Derjenige, welcher das Essen brachte.

Derjenige, welcher es vergiftete.

Derjenige, welcher fortging es zu kaufen.

Derjenige, welcher fortging.

Diejenigen, welche an dem Orte blieben.

Diejenigen, welche einen gleichen Anschlag faßten.

Derjenige, welcher ihn gefaßt hatte.

Derjenige welcher fortging.

Diejenigen, welche ihren Gefährten ermordeten.

Diejenigen, welche die vergifteten Speisen verzehrten.

Diejenigen, welche den Schatz verlangten.

Ja, er wurde ermordet.

Ja, sie starben alle beide.

Ja, sie starben.

Einer von ihnen wurde ermordet, die beiden andern wurden vergiftet.

Mit denjenigen die den Schatz fanden.

Ja, sie spielte mit ihnen.

Weil sie ihre Reichthümer verlangten.

Diejenigen die den Schatz fanden.

Ja, ein jeder verlangte den Schatz für sich selbst zu haben.

Derjenige, der an dem Orte, wo die Reisenden starben, vorüber ging.

Derjenige, welcher fortging, Essen zu kaufen.

Die beiden, welche zurückblieben.

Derjenige, welcher fortging, Speisen zu kaufen, faßte den Anschlag seine Gefährten damit zu vergiften; seine beiden Gefährten faßten einen gleichen Anschlag wieder ihn.

Sie sind alle todt.

Der Weltweise sah sie todt auf dem Wege.

Auf dem Wege wo sie den Schatz fanden.

Wir vermuthen es.



Wem gehörte der Schatz?	Wir wissen es nicht.
Sah irgend jemand den Schatz?	Ja, der Weltweise sah ihn.
Was sagte der Weltweise als er den Schatz sah?	Er sagte schet was die Welt ist, und wie sie diesen dreien Personen mitgespielt hat.
Sagte der Weltweise daß er Reichthümer verlangte?	Nein, er sagte: wehe denjenigen die solche verlangen.
Was befällt denjenigen welche Reichthümer verlangen?	Die Welt spielt oft übel mit ihnen.
Sagte der Weltweise daß die drei Reisenden Reichthümer verlangt hatten?	Er sagte es nicht ausdrücklich; aber ein jeder hatte verlangt den Schatz für sich allein zu haben.
Was wurde aus * dem Schatze?	Wir wissen es nicht.
Was wurde aus den drei Reisenden?	Einer wurde ermerdet, die beiden andern wurden vergiftet.

## CONSTRUCTION.

## XX.

WE have detailed at length, in sections VIII. IX. XVII. and XIX. four circumstances under which the words of a German and English sentence are not arranged in precisely the same manner. We shall again pass these four points of difference between the construction of the two languages under review, so that the learner may be enabled to form a more accurate conception of their nature by regarding them assembled together in one focus.

In the sentence,

Wir aßen den Reisenden. We ate the traveller,  
there is nothing that calls for a change in the order of the words, the construction is consequently the same in German as it is in English.

In the sentence,

Wir müssen den Reisenden essen. We must eat the traveller,  
the case is altered; here there are two verbs. We said, section XI., that when two verbs are employed in a sentence, the second, if an infinitive, is placed after the subject. In the sentence before us, the infinitive *essen* is placed after its subject, *den Reisenden*, so that the English order of the words, "We must eat the traveller," becomes in German, "We must the traveller eat."

In the sentence,

Da wir den Reisenden aßen. When we ate the traveller,  
the conjunctive adverb, *da*, sends the verb to the end of the sentence, so that we have in English, "when we ate the traveller," and in German, "when we the traveller ate."

In the sentence,

Da wir den Reisenden essen müssen. As we must eat the traveller,  
the auxiliary *must* is introduced. In consequence of the word *da*, being made use of in the sentence, the verb *essen* is placed after its subject, *den Reisenden*, and the auxiliary *müssen* is placed last of all; the place of the auxiliary, under such circumstances, being after the verb.

In the sentence,

Da wir den Reisenden essen müssen, muß As we must eat the traveller, we  
fen wir ihn ermerden. must kill him.

\* Was wurde aus is the German equivalent for the English interrogation, "What became of?"

The first member of this sentence resembles in construction the example preceding; the verb *müssen*, in the second member of the sentence, changes places with its pronoun *wir* in consequence of the transposition that has taken place in the first member, on account of the transpositive faculty possessed by the conjunction *da*.

These observations, by bringing the whole of the cases in which the construction of the two languages vary under one point of view, will enable the learner to determine the circumstance in which he must deviate from the English order in writing German.

## PRONUNCIATION.

### ACCENT.

ACCENT consists in throwing the stress of the voice on a particular syllable, as in the pronunciation of the word *ma-lé-vo-lence*, in which it will be observed the syllable *le* is much more distinctly enunciated than any of the others: in English, the word *contrary* is accented on the first syllable, thus, *con'tra-ry*; some persons nevertheless accent it on the second syllable, and say *con-tra'-ry*. It is a fault in English to place in this way the accent on a wrong syllable, and so it is in German: every German word of more than one syllable must be accented, and in every case the stress of the voice must fall upon the proper syllable, otherwise the word will not be correctly pronounced. The difficulty with regard to the accent is to know the precise syllable on which the accent should be placed; there is a remarkable analogy between the accentuation of the words in English and German, the English language in this respect bears the impress of its Saxon origin. Saxon words may have become so altered in form as scarcely to be recognised; their meaning may have been changed, and a large portion of them may have entirely disappeared. The Saxon accent, however, still exists, and still maintains its sway over the language. Words therefore that are the same in German and in English, and there are many of them, are for the most part accented in both languages on the same syllable.

In order to show how the German words are accented, we shall have to divide them into two classes, simple and compound; by a compound word we mean the union of two actual words to express a single object; the word *candlestick*, for example, is a compound of this kind, consisting of the word *candle* and *stick*; the word *snuffers* is likewise a compound word, consisting of the word *snuff* and the termination *ers*, the syllable *ers* however being only a facultative suffix, and not a distinct word, *snuffers* comes under the designation of simple in our present category. Keeping in view this division of the German words into simple and compound, the following rules will enable the learner to accentuate the great majority of them correctly:

1st. Accentuate simple words on the root, as in the English words, *be-hind'*, *be-hold'*, *love'-ly*, *pains'-taking*, *neigh'-bour-hood*; so in the German words, *ge-hört*, *be-hal'te*, *Be-hal'ten*, *ver-gif'ten*, *zu-rück'*.

2d. Accentuate compound words on the determining word (generally placed first), as in the English words, *ale'-house*, *watch'-man*, so in the German words, *Welt'-weise*, *Reich'-thümer*.

When a word consists of several syllables, there is generally a secondary accent, as in such words as *ne-ces-si-tà-rian*; this accent in German is placed on the root of the principal word, thus, *zu-rück'-ge-blic'-ken*. There are some exceptions to these rules, but there are none of very great importance; the learner in reading should mark the accented syllable of the words with a pencil until he becomes sufficiently conversant with the pronunciation of the language to be able to dispense with this precaution.



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